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ABSTRACT

Designed for use with primary level educable mentally handicapped children, the guide lists general objectives, gives a unit and a daily lesson plan on wise buying from the grocery or stationery store, and explains how to make experience charts. Over three-fourths of the guide consists of behavioral objectives with general objectives and terminal behavior specified and the following listed: communicative and functional skills, subject area, suggested methodology, and materials. (JD)

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C U R R I C U L U M G U I D E

F O R T E A C H E R S O F

WORK DRAFT

EDUCABLE MENTALLY RETARDED

ED053895

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3323 Belvedere Road
West Palm Beach, Florida
Summer, 1969

PRIMARY

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PREFACE

The increase in numbers of children being identified and classified as Educable Mentally Retarded has established the need for a program for these children which will provide a long range developmental sequence of skills and knowledge that will prepare them for the real world. We are faced with the obligation of developing a program that will successfully carry them from the first through the twelfth grades and into their vocational and social life. We need to prepare these children in four areas of adequacy; Personal, Social, Academic, and Vocational.

It was our aim to establish a curriculum development set-up in a fashion which would allow for change as time and experience warrant. Teachers in the field are often the best sources of methodology and materials. We hope you will contribute your ideas to this work.

Your envolvement in the development of this curriculum is highly sought. We have established the form which is to be followed, that is, stating the objectives in behavioral terms. This in itself has proven to be an invaluable lesson for us. Behavioral objectives strive to present in a simple, clear, and readily understandable terms the specific objective the student should be able to reach somewhere in his learning continuum. Since behavioral objectives lend themselve quite easily to the academic areas of learning, this presented no problem. The social skills, however, are often difficult to present so as to meet the criteria for behavioral objectives. In some instances, we have placed social skills in terminal behavior. Terminal behavior is defined as that behavior which is a logical outgrowth and culmination of previous objectives.

You will find that much of our methodology is relevant to the objective, but you will also find that you have some ideas which better serve the objective. Our methods are suggested; your are sought by us to increase the functioning of all teachers. More and more, we are realizing the validity of the statement that all children are individuals. Methodology needs to change with the individual child, class, and teacher. The more methods we have, the better we can implement these objectives.

Materials are also presented, but again in a relatively brief outlined manner. You again are the individuals who produce and recognize usable materials. Please share these with others. It is part of your responsibility toward all children to share ideas and materials with others in the field.

We have establised the ground work for this guide. We have set up a continuum for development. We have established behavioral objectives as our method of presentation. This has been no small task. We now need your cooperation and knowledge. The students who are seeking guidance and help from all of us are in need of your help.

THE 1969 WRITING COMMITTEE

PHILOSOPHY OF EDUCATION

WE BELIEVE

THAT the guardianship of public education is a trust and an obligation. That the goals of education are fundamentally the goals of a democracy and an introduction into the workings of a republic. In a deeper sense by affording full recognition to our republic we are acknowledging the duty, discipline, and responsibility demanded of all citizens.

THAT members of the Board of Public Instruction are elected representatives of the people to whom the schools belong.

THAT the Board of Public Instruction is a policy-making body responsible for financing quality education, evaluating the total school program, and communicating with their sovereign peers--namely, the people.

THAT the Superintendent and his staff are the executive officers of this school system and their responsibility is to make recommendations to the Board of Public Instruction and carry out Board policy.

THAT we are living in an ever-changing world and that education must be subject to change to meet the challenges of today and tommorrow.

THAT the quality of education in our school system is directly related to the quality of our teachers and to the financial support of the people.

THAT teaching is a profession and that our teachers, accordingly, should be dealt with as professionals and the proper environment shojld be provided in our system so that the talents of our teachers may be fully realized.

THAT noninstructional personnel are a vital part of our total school program and that their services should be rewarded commensurate with their abilities.

THAT an active and purposeful school program must be directed toward the common needs of all youth regardless of race, religion, or socioeconomic status and that we recognize and must consider the unique differences and needs of each individual.

THAT pupils are the most important resource in our school system and that we have a definite responsibility to make available to them opportunities to develop the skills, habits, attitudes and character traits essential to rich personal living which will enable a sound choice of and effective participation in a vocation, a concept of human relationships based on mutual recognition of common interests and produce responsible, contributing citizens.

THAT education is a local function, a state responsibility, and a national concern.

PURPOSE

In Palm Beach County it is the purpose of the Board of Public Instruction to understand and provide for the needs of every child. In order to provide continuous teaching of the basic skills and tools of learning, we will make available a wide range of learning experiences.

By so doing, we will stimulate the intellectual curiosity, promote the intellectual inquiry, and develop rational powers and analytical thinking to effect continuous learning on the part of every boy and girl throughout his lifetime.

We will provide for children according to their varying needs, interests, abilities and levels of learning capacities.

By cooperating with the home, church, and other community agencies, we will do our best to develop each child to his ultimate physical, social, moral, spiritual and mental potential.

We herein dedicate our efforts to develop citizens who are effective in a democratic society as embodied under our republican form of government and in our American way of life.

INTRODUCTION

The primary class for the Educable Mentally Retarded is composed of pupils with chronological ages from seven to ten and with mental ages ranging from about three and a half to six.

This grouping draws together those pupils who are ready for a social and academic program. The program aims at furthering their social, psychological, and physical readiness for the next stage of development.

The pupils learn by means of games and activities of short duration, which can be structured for the purpose of developing (1) confidence through successful accomplishment (2) habits of physical health and safety (3) language and speech skills (4) beginnings in quantitative concepts (5) visual and auditory abilities (6) competence in gross-motor skills (7) thinking abilities (8) awareness of directionality and (9) general work habits and attitudes which will permit them to benefit from group participation.

Educational authorities in mental retardation agree that the broad goal for the educable retarded is to develop independent living skills. Thus, the behavioral objectives in this section may be grouped under four headings: family, social, and civic skills; good work habits and skills; essential academic skills; and personal adjustment.

Varied methods, activities, and experiences are provided which are geared to the level, capacity, limitations, and characteristics of each individual child.

PRIMARY LEVEL

GENERAL [redacted] OBJECTIVES

A pupil who has completed the Primary Level should exhibit the following:

1. The pupil will show competence in identifying with his new environment and adjusting to new situations.
2. The pupil should be aware of the necessity for personal and physical fitness.
3. The pupil should be aware of the necessity for the maintenance of his immediate environment.
4. The pupil should demonstrate an awareness of self-discipline and self-direction.
5. The pupil should develop an awareness of social skills.
6. The pupil will demonstrate his ability to make auditory and visual discriminations.
7. The pupil should demonstrate his ability to listen and to follow directions.
8. The pupil will establish competence in gross-motor skills.
9. The pupil will demonstrate his awareness of directionality.
10. The pupil will establish competence in fine-motor skills.
11. The pupil should develop an awareness of the value of a task well done.
12. The pupil should begin to transfer from concrete to abstract conceptual skills.
13. The pupil will demonstrate his ability to recognize and interpret simple safety precautions and signs.
14. The pupil should show an awareness of each family member.
15. The pupil should show an awareness of the occupations necessary to his environment.
16. The pupil should begin to develop an awareness of leisure time activities.

PRIMARY LEVEL

UNIT: WISE BUYING FROM THE GROCERY OR STATIONERY STORE

I. DEVELOPMENT: During the course of the year, boys and girls buy a great many different articles. Most of these are small, but they cost money. Very few people, even grown-ups, have enough money to buy everything they want. They have to choose first those things which are most important. Then, if there is enough money left, they can buy some of the other articles they want. Therefore, this unit can be developed as the first step in exploring the things which most boys and girls of this age buy and to help them decide which are most important and should be bought first.

II. OBJECTIVES

A. General

1. The pupil will demonstrate his ability to make auditory and visual discriminations.
2. The pupil should demonstrate an awareness of self-control and self-direction.
3. The pupil should exhibit an awareness of social skills.
4. The pupil should begin to transfer from concrete to abstract conceptual skills.

B. Behavioral

1. Upon being presented with an appropriate association, the pupil will be able to identify spoken sounds or visual symbols connected with that association.
2. If presented slowly and clearly, the pupil will be able to recognize, name, and reproduce in either manuscript or cursive writing, words that go with objects he has learned to call by name.
3. Given the privilege of doing so, the pupil should be able to select three articles which are of the greatest need to him and which should be purchased first.
4. Given the opportunity to participate in a role-playing situation, the pupil will demonstrate courtesy by using "Thank You," "Please," and "I'm sorry."
5. Given the concept of "more or less" by associating them with specific objects, the pupil will be able to identify these terms in making his purchases at the store.
6. Given the diagram "a given number plus a given number equals" and the symbols (+ and =), the pupil will be able to identify the correct word with the correct symbol when making his purchases.
7. Given sets of one, two, three, four, and five members, the pupil will arrange the members of each to demonstrate the addition combinations through ten.
8. Given a problem dealing with personal usage (going to the grocery or stationery store), the pupil will identify simple coinage.

9. Given the problem of going to the grocery or stationery store, the pupil will be able to distinguish time elements.
10. Given the above problem, the pupil will be able to locate calendar data in connection with the event.
11. Given the above problem, the pupil will be able to estimate simple measurements.

III. METHODS OF APPROACH

A. Through a discussion of what articles boys and girls buy sometime during a school year.
B. Through a discussion of pictures of articles (or drawings) placed on the bulletin board.
C. Through a trip to a grocery or stationery store for a simple object required in school.

IV. SUGGESTED TYPES OF ACTIVITIES

A. Personal

1. A trip to a grocery or stationery store in the vicinity of the school.
2. Interview with the store clerk.
   a. To find out the sources of articles purchased.
   b. To find out the duties of a store clerk.
   c. To find out the care of a grocery or stationery store.

B. Construction

1. Make a grocery or a stationery store in the classroom.
2. Make a "Dictionary of Articles" that may be purchased in the store.
3. Make picture charts of the origin of some of these articles.
4. Make lists of the most important articles needed.

C. Creative Experiences

1. Art
   a. Making signs for prices of articles in the store.
   b. Making posters advertising the store.
   c. Lettering the name of the store.
   d. Drawing pictures of articles, if magazine pictures cannot be found.
2. Music
   a. Making up jingles that can be sung about the store.
3. Language Arts
   a. Making up experience stories about the store.

b. Making up experience stories about personal trips to grocery or stationery stores.

4. Dramatization
   a. Making up a puppet play about the store.
   b. Role-playing of purchasing objects at the store with pupils taking turns at being the store owner (or clerk) or buyer. This should be taped and replayed for exercises in language expressions.

V. SUGGESTED TYPES OF EXPERIENCES

A. Art Experiences

1. Scrapbooks of articles that pupils would like to purchase.
2. Mural of a grocery or stationery store.
3. Easel and finger painting of
   a. Work of the store clerk.
   b. Scenes in the store.
   c. Trip to the store.
4. Clay modeling of objects used in the play store.
5. Freehand illustrations to advertise articles that can be purchased.
6. Application of design
   a. Arrangement of goods.
   b. Advertising posters.

B. Music Experiences

1. Setting the jingles about the store to music.
2. Getting up a rhythm band to play the music.

C. Language Arts

1. Letters requesting materials, asking to visit the neighborhood store, and thank-you letters.
2. Making up lists of articles that pupils would like to buy.
3. Deciding which of these articles are needed most and should be purchased first.
4. Writing and composing stories about the store and the visit to the store.
5. Word lists for spelling.
6. Discussions of pictures, plans, stories and poems, personal experiences, and trips to the store.
7. Language
   a. Polite telephone conversation with the store clerk.
   b. Role-playing of being either the clerk or a customer at the store.
   c. Telling experience stories about visits to a store.

D. Reading

1. Chart reading - trip plans, courtesy and safety rules, planning charts, committee charts, experience charts, business rules chart.
2. Labeling
   a. Numbers
   b. Articles
3. Reading about stores from books.

E. Arithmetic Experiences

1. Establishing concepts of "more or less."
2. Money concepts: penny nickel, dime, quarter.
3. Comparisons of big and small.
4. Calendar concepts - locating calendar data in connection with date of visit to the store.
5. Time concepts - opening and closing of the store, length of time the trip took.
6. Measuring concepts - pound, dozen, half-dozen.
7. Arithmetic processes
   a. Adding up the prices of articles purchased.
   b. Deciding how much change one would receive from the amount given the clerk for each purchase.

F. Health and Safety Experiences

1. Personal cleanliness.
2. Cleanliness of surroundings.
3. Cleanliness in handling.
4. Safety in the store.
   a. Materials out of harm's way.
   b. Fire prevention.
5. Care and economy of material.
6. Safety rules observed on the trip.

G. Science Experiences

1. Dependent on the type of purchases (such as, magnet or compass).

VI. PROBABLE OUTCOMES

A. Social Growth

1. Customers must be courteous if they expect courtesy.
2. Ability to cooperate.
3. Value judgments.
4. Self-confidence and social maturity.

B. Language Development

1. Freedom of expression
2. An interest in conversational knowledge
3. Freedom of expression

C. Conceptual Skills

1. Ability to attack problems independently.
2. Improved arithmetic concepts.
3. Improved use of arithmetic processes.
4. Practice and drill in fundamentals.

D. Music and Art Skills

1. Improved creative skills and appreciation.

VII. EVALUATION

The pass-fail of the behavioral objectives.

PRIMARY LEVEL

SUGGESTED TYPICAL DAILY LESSON PLAN

(Prepared for the first day of working on Unit "Wise Buying From the Grocery or Stationery Store.")

LESSON I.

I. DEVELOPMENT or MOTIVATING ACTIVITY

A. Introduce the fact that during the course of a year, boys and girls buy a great many different articles. Most of these are small, but they cost money. Very few people, even grown ups, have enough money to buy everything they want. They have to choose first those things which are most important. Then, if there is enough money left, they can buy some of the other articles they want.

B. Pre-test. Give an informal on-the-spot diagnosis by having the pupils write the list of articles which they have composed and which you have placed on the chalkboard. Have them check on the line in front of each item the ones they have spent money on. This pre-test should check the following areas:

1. Ability to express themselves orally.
2. Ability to listen and follow directions.
3. Writing ability.

II. OBJECTIVES

Use all of the general objectives as outlined in the unit and the behavioral objectives as indicated on the left side of this plan where they will best fit in.

III. PLAN AS DEVELOPED FOR SUBJECT AREAS AS SCHEDULED DURING THE DAY.

9:00 - 10:00 Language Arts (Use experience chart method)*

A. Discuss and write on chalkboard:

1. What articles most boys and girls buy sometime during a year.
   Example: ____books ____gum ____candy ____notebook ____shows ____lunches ____pencils ____ice cream ____erasers ____pens
2. Check with an "N" the items the pupils really need.
3. Have each pupil tell for each item they name, what would happen if they did not have it.

Behavioral Objectives 1, 2 and 3

*Experience chart making explained in detail elsewhere in this guide.

4. Check with a "?" the articles listed on the board that are not necessary but are nice to have.
5. Have pupils tell what would happen if they did not get those articles.
6. Ask, "What often happens if you spend your money first for things you would like to have but do not need?"

10:00 - 10:30 Music or Rhythms

1. Have pupils make up jingles about some of the articles decided upon as wise buying and write these on the chalkboard.
   Example: "One for a nickel, two for a dime,
   Is wise buying of pencils, most of the time."

10:45 - 11:15 Arithmetic Concepts

Behavioral Objective 5

1. Establish the concept of "more or less" by:
   a. Giving a pupil a pencil or some similar object and ask him if he wants more. If he says "yes," give him two more. Then ask him to give one pencil to another pupil, and ask that pupil if he has more or less pencils than the pupil who gave it to him.
   b. Retrieve the pencils, add a few more and arrange them in several groups and ask various pupils which group has more pencils and which group has less pencils.
   c. Arrange pennies or play money in groups 1-3, 3-6, 3-7, 3-4. Ask pupils alternately which is more, which is less.
   d. Show pictures or drawings of coins and ask pupils to mark which is more and which is less.
   e. Extend this process to varied sets, beginning with one penny and one button compared with two pencils and one button. Gradually increase complexity until ten or more objects in a set are varied.

1:00 - 1:30 Language Arts (language development)

Behavioral Objectives 1 and 2

1. Make plans for visiting a neighborhood grocery or stationery store.
2. Have pupils plan a letter to write to the owner or manager of a neighborhood store
3. Have pupils make up a word list for spelling words for the week.

1:30 - 2:00 Health

1. Discuss personal appearance when going to a store to purchase articles.

2:00 - 2:30 Safety

1. Discuss safety rules to be observed on the trip to the store. Have pupils list some rules that keep pedestrians safe, such as:
   a. Stop, and look carefully before crossing the street.
   b. Cross the street only at intersections.
   c. Cross the street at corners where there is a traffic light, a police officer, or a school traffic patrol, if possible.
   d. Cross when the traffic light is green, or when the officer or patrol tells you to.
   e. Wait for a gap in traffic when crossing at corners that are not controlled.
   f. Walk between marked lines.

If there should be time for an art lesson, a scrapbook might be planned in which pictures of the objects they would like to purchase are either drawn or cut from magazines, a Sears Roebuck catalog, or stamp book catalog. A bulletin board of above objects and drawings might be planned.

IV. EVALUATION

Pupil-teacher evaluation of how much had been achieved during the day.
a. How many pupils passed the behavioral objectives?
b. How many pupils are able to express orally what they have done during the day?
c. How many pupils listened well and followed directions correctly?

This could be the criteria for giving check points for the day if individual charts are being kept on pupils' daily progress.

HOW TO PLAN AN EXPERIENCE CHART

I. Charts Should Be Attractive.

Experience reading materials are more pleasing and interesting if decorated with brightly colored pictures which have been collected from magazines by the children or teacher, or with pictures which have been painted or crayoned by the children themselves.

Another consideration is the attractiveness of the lettering. The letters should be large, black and clear. The printing should be placed as nearly as possible in the middle of the chart, leaving a pleasing margin on each side and sufficient space at top and bottom to permit artistic arrangement of the decoration.

II. Charts Should Have a Measure of Literary Quality.

A. Listen for original bits of expression from the children and incorporate such expressions into the body of the story.
B. Monotony may be avoided by weaving in an occasional exclamatory sentence or a question.
C. Make use of sound, color, movement, and rhythm.

III. Charts Should Make Use of Perceptual Clues.

A. Configuration - Children often recognize a word by its general shape, such as airplane.
B. Avoid troublesome words which differ only in one letter such as them - then, these - those.
C. Experience stories should be liberally sprinkled with longer words having distinctly characteristic forms, vivid interest clues, and concrete meaningful backgrounds.
D. The pronouns, prepositions, and adverbs which resemble each other closely in contour should be carefully distributed so they do not occur too frequently or too closely together.

IV. Charts Should Give Consideration to Phrasing.

In order to build good eye-movement habits, we must take care to group words into meaningful phrases, to put together those words which belong together.

Example:

THIS	We went to the store by walking in a group.	NOT THIS	We went to the store by walking in a group.

V. Charts Should Provide for Repetition

Repetition is necessary in fixing words occuring in children's early reading vocabulary. Therefore, guide the children's sentences in such a way that the same words recur several times in a chart, and so that many of them will recur in succeeding charts. Stories arising from the recounting of experiences or making plans are naturally repetitious in character because they simply enumerate a list of things that the children saw, did, or made, or things they are going to see, do, or make.

PREPARING THE CHART

The first draft of the chart may be manuscripted on the chalkboard. If the teacher is so expert in manuscript writing that she can do it very rapidly and well, the first draft may be made directly on lined chart paper as the children compose it.

I. Materials

If the chart is to be used for practice, duplicate copies should be made - one to be cut up and used for practice purposes.
The following materials are needed:

1. A broad-edge pen and India Ink or a magic marker.
2. A supply of lined chart paper.
3. A wall pocket container in which children may place sentences, phrases and words in connection with their practice work in reading charts.

II. Procedure

1. Put the title about three inches from the top of the chart and equidistant from right and left sides of chart.
2. Begin the first sentence about three inches below the title.
3. Leave a left hand margin of one to two inches throughout the body of the chart.
4. Leave a space of about three fourths of an inch between words.
5. Leave a space of about two inches between lines.
6. Use capitals only where they would be used in ordinary writing.
7. Make lines as nearly uniform in length as possible.
8. When it is necessary to divide sentences always break them between phrases.

PRIMARY LEVEL
ALPHABETICAL TITLE LISTINGS FOR BEHAVIORAL OBJECTIVES

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PRIMARY LEVEL
ALPHABETICAL TITLE LISTINGS FOR BEHAVORIAL OBJECTIVES

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1. GENERAL OBJECTIVE: THE PUPIL WILL SHOW COMPETENCE IN IDENTIFYING WITH HIS NEW ENVIRONMENT AND ADJUSTING TO NEW SITUATIONS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a list of four words: two words depicting time and two words depicting space, the pupil will interpret the meaning of at least three words by using them correctly in sentences.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor skills 2. Conceptual skills	READING READINESS 1. Conceptual skills 2. Social skills	1. Learning concepts of time, such as: before, after, morning, afternoon, month, day, week, minute, etc. 2. Learning simple concepts of space such as: over, under, tall, short, long, etc. 3. Learning simple concepts of quantity such as: bigger, smaller, heavier 4. Counting, recognizing numbers. 5. Knowing time to the hour.	Traffic and Safety Signs Design Blocks Toy money Cubical counting blocks Ten-Tens counting frame Flannel Board cut-outs Tick-Tock primary clock Fraction blocks (made of plywood)

TIME AND SPACE

PRIMARY

1. GENERAL OBJECTIVE: THE PUPIL WILL SHOW COMPETENCE IN IDENTIFYING WITH HIS NEW ENVIRONMENT AND ADJUSTING TO NEW SITUATIONS.

BEHAVIORAL OBJECTIVE: Given a collection of six nickels and two dimes, the pupil selects nickels in sufficient quantity to equal the value of the two dimes.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual-motor skills 2. Auditory and visual acuity	READING READINESS Visual-motor skills Fine-muscle coordination	Give specific directions and assistance in the following activities pertaining to conceptual involvement: Learning simple concept of money and making change. Learning the concept of large and small.	Flannel board aids: Story kit The family Farm animals Pictures that rhyme Motor Aptitude and Intellectual Performance, A.H. and Gruber Ismail. (may be obtained from the County Curriculum Library, Exceptional Child Library.)

1. GENERAL OBJECTIVE: THE PUPIL WILL SHOW COMPETENCE IN IDENTIFYING WITH HIS NEW ENVIRONMENT AND ADJUSTING TO NEW SITUATIONS.

BEHAVIORAL OBJECTIVE: Given an outline drawing of the flag of the U.S.A. and a box of crayons containing six colors, the pupil will color his flag correctly by comparing the colors of his crayons with the colors in the flag on the wall.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor skills 2. Auditory and visual acuity	READING READINESS Conceptual skills	Give specific directions a d assistance in the following activities pertaining to perceptual involvement: a. making letters and numbers b. learning color names c. Making comparisons Study the flag of the United States of America: a. How many stripes are red? b. How many stripes are blue? c. How many stars are in the flag?	Flag of the U.S.A. Crayons Paste

1. GENERAL OBJECTIVE: THE PUPIL WILL SHOW COMPETENCE IN IDENTIFYING WITH HIS NEW ENVIRONMENT AND ADJUSTING TO NEW SITUATIONS.

BEHAVIORAL OBJECTIVE: When given "The Mr. Potato Head" plastic puzzle body parts, the pupil will attach the thirteen distinct body parts as he identifies the puzzles' body parts with his own body parts.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor skills 2. Sensory-motor skills	READING READINESS Visual motor-fine muscle coordination	1. Teach tactile discrimination by helping pupil to: a. Explore his surroundings. b. Manipulate objects in his new environment. 2. Draw around another child on a large sheet of paper. 3. Draw and name parts of the body. Example: Draw figures and place eyes, nose, mouth, hands, arms, etc. in proper place. 4. Give specific direction: Touch the following parts of your body as teacher names them. Touch your toes, touch your feet, touch your nose, touch your mouth, etc. 5. Encourage pupil to move about (this need not be directed). 6. Encourage pupil to watch others move about.	The Exceptional Child, James and Eichorn Magary, pp. 1-118. "Classroom Programs", U.S. Department of Health, Education and Welfare, Office of Education Sifo Coordination Board (geometric shapes) Melody Midget Music for Rhythm Bands

2. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR PERSONAL AND PHYSICAL FITNESS.

BEHAVIORAL OBJECTIVE: Having discussed importance of and listed ten simple rules of personal cleanliness, the pupil will be able to identify and exhibit these rules by practicing them.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal Skills 1. Self-awareness of personal cleanliness 2. Self-acceptance of personal cleanliness 3. Response to others socially and physically 4. Self-confidence because of personal cleanliness Social Skills 1. Self-acceptance 2. Social acceptance 3. Anticipatory response 4. Value judgment 5. Social maturity	LANGUAGE ARTS 1. Language development 2. Writing HEALTH ART	1. Discuss the importance of cleanliness and encourage pupils to make up a set of simple rules which they can follow regularly. Examples: a. Bathe regularly. 1. Wash hands and face every morning. 2. Wash hands whenever they look dirty. 3. Wash hands before eating. 4. Wash hands after going to the toilet. 5. Keep fingernails clean and trimmed. b. Shampoo hair regularly. 1. Wash, comb and brush whenever you shampoo your hair. 2. Only use your own comb and brush. c. Wear clean clothing. 1. Change socks and underwear daily. 2. Change to play clothes after school. d. Carry a clean handerchief or tissue and use it when necessary. 1. Always cover your mouth when you sneeze or cough. e. Brush teeth twice daily.	<u>The New Basic Health and Safety Programs</u>, Bauer and others <u>Health for All</u>, Junior Primer <u>Health for All</u>, Grade one <u>Health for All</u>, Grade two <u>All About You</u>, Irwin and others, Lyons and Carnahan, Grade one Closed Circuit T.V. Program Palm Beach County "Eye Gate Film Strips", Primary Concepts - F "Citizenship, Safety and Health", Exceptional Child Curriculum Library Other filmstrip material on personal hygiene and physical fitness from Palm Beach County

2. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR PERSONAL AND PHYSICAL FITNESS.

BEHAVIORAL OBJECTIVE: Having discussed the importance of and seen demonstrated ten simple physical exercises, the pupil will be able to identify and perform at least eight of them.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal 1. Self-awareness of limitations and abilities Perceptual-Motor 1. Gross-motor 2. Fine-motor 3. Purposeful listening 4. Keen observation	HEALTH PHYSICAL EDUCATION	Good posture: 1. Stress importance of 2. Demonstrate and have pupils practice correct standing, sitting and walking posture. 3. Show filmstrips that demonstrate good posture as opposed to poor posture. Active exercises: 1. Have pupils participate in simple bending, stretching, twisting and squatting exercises for short intervals between periods of seat work. 2. Play group games during play period. 3. Play small group games with pupils not involved in large group games. 4. Encourage participation in a planned physical education program. 5. Plan creative rhythm exercises. 6. Encourage individual exercises such as ball bouncing, rope jumping, hop-scotch and use of various types of apparatus such as slides, Jungle Jym, etc. during free play periods.	Delta Curriculum, section on "Physical Education Methods." Grades 1 and 2, pages 16-17.* The New Health and Safety Programs, Bauer and others. Films and filmstrips are listed in the Teacher's Guide and the Palm Beach County Audio-Visual Service Catalog. Records "Rhythms for Physical Fitness", Number 78 "Rhythmic Activities", Number 79 *Exceptional Child Curriculum Library

2. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR PERSONAL AND PHYSICAL FITNESS.

BEHAVIORAL OBJECTIVE: Having previously identified foods that are helpful for building strong teeth and preventing cavities, the pupil is given a variety list of foods from which he is to pick out those foods. Examples: candy, apples, celery, milk, cake, lettuce, carrots, cheese, pie.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development 1. Vocabulary building 2. Fluency and encoding 3. Articulation 4. Writing 5. Spelling 6. Reading comprehension	LANGUAGE ARTS 1. Oral language 2. Reading 3. Writing 4. Spelling	1. Discuss basic food groups: a. Milk products b. Meat and eggs c. Fruits and vegetables d. Cereals e. Breads 2. Have pupils bring in magazine pictures of all types of foods and prepare separate charts for above classifications on which their pictures can be pasted. 3. Give the above BEHAVIORAL OBJECTIVE as an assessment of what the pupils have learned.	Refer to materials which are previously stated

2. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR PERSONAL AND PHYSICAL FITNESS.

BEHAVIORAL OBJECTIVE: Having discussed and observed material on proper care of teeth and given a picture model set of teeth, the pupil will demonstrate the proper method of brushing: downward strokes on the upper teeth and upward strokes on bottom teeth, inside and out and along the surface of the teeth.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal 1. Self-awareness of limitations and abilities 2. Self-acceptance of limitations and abilities 3. Response to others socially, physically and emotionally 4. Self-confidence Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity Perceptual-Motor Fine-motor	LANGUAGE ARTS 1. Writing HEALTH ART	Discuss the proper care of the teeth using a picture or model set of teeth, if possible. 1. Help pupils formulate following rules: a. Use only one's own toothbrush. b. Brush teeth at least twice daily. c. Rinse mouth after eating sweets. d. Visit your dentist regularly. e. Eat fruits, vegetables and drink milk daily. f. Cut down on the amount of sweets and candy eaten. g. Be careful of hard candies. 2. Discuss and practice correct method of brushing teeth. 3. Discuss substitutes for toothpaste (plain salt or salt and baking soda). 4. Discuss proper use of drinking fountain. 5. Suggested activities: a. A visit to a dental clinic. b. Showing of a film on proper care of teeth. c. Have pupils create simple art posters on the care of the teeth. 6. Discuss and have pupils answer following situations: a. Frequency of dental visits (six month intervals). b. What the dentist will look for (cavities). c. What the dentist will do if cavities are discovered (fill them).	Bulletin board displays Cartoons either drawn by children or collected concerning this subject Dental information charts Tooth Brushing Charts may be obtained from Lever Brothers Co., Public Relations Division (in classroom quantities), 390 Park Avenue, New York San Francisco Course of Study and Curriculum Guide, Ungraded classes, 1967* Design for Teaching Dental Health in Florida Schools, 1963* *Exceptional Child Curriculum Library

2. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR PERSONAL AND PHYSICAL FITNESS.

BEHAVIORAL OBJECTIVE: Having discussed and listed basic food groups in a variety of ways, the pupil will be able to perform the following objectives: (1) Given pictures of foods, the pupil will be able to classify the foods into the basic food groups of milk products, meat and eggs, fruit and vegetables, cereals and breads. (2) Given a duplicated set of pictures of prepared foods the pupil will identify those that are commonly eaten for breakfast. (3) Given assorted pictures of foods, one picture on each card, the pupil will identify foods which constitute a good lunch and a good dinner.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development 1. Vocabulary building 2. Fluency and encoding 3. Articulation Perceptual-Motor 1. Fine motor-skills 2. Purposeful listening 3. Keen observing 4. Recall	LANGUAGE ARTS 1. Oral language 2. Reading HEALTH ART	Following the discussion of basic food groups and the preparation of separate picture charts the following activities are suggested: 1. Have children discuss the importance of eating breakfast every morning. 2. Have pupils name their favorite foods and list them under breakfast, lunch, dinner and snacks. 3. Have pupils tell the foods they would choose if they ate in a restaurant. 4. Discuss the importance of cleanliness in handling food. 5. Have pupils make scrapbooks of their own of their favorite meals using pictures cut from magazines. 6. Make fruits and vegetables from paper mache or self-hardening clay and paint with poster paint, then shellac for preservation. 7. Make wall plaques out of plaster of Paris, using the raised portions of fruits or vegetables that have been modeled from plasticene clay. These plaques can be painted with poster paint and then shellacked. A paper clip can be opened in two and placed in the back of the plaster of Paris plaque before it hardens to serve as a hanger.	A Daily Food Guide Chart (all levels), Scotts, Foresman & Co., Atlanta, Georgia Experience with Foods Chart, Grades 1-6, Ginn & Co., Atlanta, Georgia Magazine pictures of the basic food groups. Films and filmstrips listed in the Teacher's Guide and the Palm Beach County Audio-Visual Service Catalog.

3. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR THE MAINTENANCE OF HIS IMMEDIATE ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given the reasons why habits of cleanliness and orderliness are necessary for personal health and safety, as well as for social approval, and encouraged to practice daily cleanliness, the pupil will establish and maintain such habits.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance of habits of personal cleanliness 2. Anticipatory response, that of being able to predict the consequences of an unclean or untidy appearance 3. Value judgments; having a sense of what is right and what is wrong about his personal appearance 4. Social maturity; the ability to assume the responsibility for personal cleanliness	HEALTH ALL OTHER SUBJECT AREAS	Begin the day as soon as the children arrive with an inspection for cleanliness. Examine the hands, nails, neck, ears, face, teeth and hair. If any of their garments are torn or soiled, or buttons are lacking, call the child's attention to this quietly, in a low voice so as not to be heard by the other children. In this way, the children will become accustomed to observing themselves and take an interest in their own appearance.	The Montessori Method, by Maria Montessori, 372.21M* Teaching/Discipline, by Charles Madsen, 371.9M* San Francisco Course of Study and Curriculum Guide, Ungraded classes, "Health and Safety" section, pages 135-142* Teacher's ingenuity "Health and Safety", I.T.V., Palm Beach County *Exceptional Child Curriculum Library

3. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR THE MAINTENANCE OF HIS IMMEDIATE ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given the fact that, "When one does nice things, nice things will happen to one," and giving the pupil the experience of its actually happening to him, the pupil will do nice things in order to have nice things happen to him.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance of being able to relate to others and being accepted in both one-to-one and group situations 2. Anticipatory response or predicting the outcome or consequences of his own behavior 3. Value judgment of having a sense of right and wrong and demonstrating proper behavior 4. Social maturity of being able to assume personal and social responsibility	ALL SUBJECT AREAS	1. "The first idea that the child must acquire, in order to be actively disciplined, is that of the difference between good and evil." (Montessori) 2. "A room in which all children move about usefully, intelligently, and voluntarily without committing any rude act is a very well disciplined classroom." (Montessori) 3. The lessons in self-discipline should be individual, brief, simple and objective. For example: Teach this principle and stick to it: "When you do nice things, nice things happen to you. When you do bad things, bad things happen to you." 4. Have pupils make up a list of nice things to do and a list of bad things to do. 5. Ask pupils to bring in pictures of themselves at various ages. Use these pictures to ask each child how he thought of himself at these different periods in his life. 6. Discuss with each child his ideas of his place in his own family, what is expected of him at home and his own interests. 7. Have pupils develop a scrapbook of these pictures and drawings of himself and family and entitle it, "Who Am I?" 8. Suggest that each child develop a set of rules for himself on how he should behave (in his own words as	Refer to materials which are previously stated "Good Manners", Filmstrip Series, Educational Record Sales, 500 S. Douglas Ave., El Segundo, California Manners Can be Fun, Educational Record Sales "Speech Improvement", I.T.V., Palm Beach County "Health and Safety", I.T.V., Palm Beach County

3. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR THE MAINTENANCE OF HIS IMMEDIATE ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given the fact that, "When one does nice things, nice things will happen to one," and giving the pupil the experience of its actually happening to him, the pupil will do nice things in order to have nice things happen to him.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		near as possible). 9. Teacher's approval is one of the teacher's most effective rewards. It should not be given indiscriminately. 10. Aim to be kind but firm. 11. Remember the teacher has the responsibility of teaching self-discipline to the child by (1) experience (2) discrimination and (3) association.	

3. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR THE MAINTENANCE OF HIS IMMEDIATE ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given the opportunity to practice habits of school housekeeping, the pupil will demonstrate this responsibility by keeping his own desk neat and orderly.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Social acceptance by having peers accept the appearance of his desk 3. Anticipatory response by predicting what his peers will say if his desk is not orderly 4. Value judgments by knowing when his desk is neat and orderly and when it is not 5. Social maturity when he accepts the responsibility of keeping his desk neat and orderly	HEALTH ALL OTHER SUBJECT AREAS	1. For the first week or so take a tour of the classroom to notice if all of the various materials are in order and if they are clean. 2. Show the children how to clean out the little corners where dust has accumulated and show them how to use various objects necessary in cleaning a room (dust cloths, dust brushes, etc.). 3. Have each child go to his own place to see if all is clean and orderly there. 4. Do steps 1 and 3 again at the closing ten minutes of the day. 5. After a week of such practice, pupil monitors might be assigned to the task of cleaning up the classroom including such tasks as care of plants, fish tank or any other spots meant to provide attractiveness to the classroom. 6. Change these monitors frequently so as to give every child an opportunity of serving on this committee. 7. Each individual child should be required to take care of his own desk before leaving for the day.	Refer to materials which are previously stated

3. GENERAL OBJECTIVE: THE PUPIL SHOULD BE AWARE OF THE NECESSITY FOR THE MAINTENANCE OF HIS IMMEDIATE ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Being shown how to take care of the furniture and other equipment in the classroom and given the opportunity to demonstrate what he has learned, the pupil will take care of the furniture and other equipment in the classroom
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity (Social maturity will develop into an awareness of his responsibility to his own environment.)	ALL SUBJECT AREAS BUT PARTICULARLY IN ART EXPERIENCES	1. Start the practice of covering the desks with newspaper whenever an activity involving the use of paste, finger paint, clay, etc. is being done. 2. Appoint an inspection committee of three whose duty it is to see that all desks and other furniture and equipment is properly cared for at all times. Change members of committee frequently so as to give every child an opportunity of serving on it. 3. Have class make up a set of rules about the care of the classroom in their own words. 4. Type or print these rules and fasten them in a conspicuous place in the classroom so that they may be easily referred to. 5. Use these rules as a reading lesson the first time and repeat whenever necessary.	Obtain scraps of wood from woodworking department, or possibly a lumber yard, which are large enough to give the pupils practice in sandpapering, waxing, and shellacking and other types of finishing. This would help them appreciate a nice, clean, smooth, highly-polished surface. Dust cloths, wax, sandpaper, emery cloth and other essential material for cleaning and polishing furniture. "Property Rights", I.T.V., Palm Beach County

4. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE AWARENESS OF SELF-DISCIPLINE AND SELF-DIRECTION.

BEHAVIORAL OBJECTIVE: Given his report card, the pupil takes and returns the report card from home when requested.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgment 4. Social maturity	SOCIAL LIVING LANGUAGE ARTS Reading	Pupil-Teacher Planning Discussion: 1. Stress the following directions: a. limit the steps of a direction to two or three steps b. increase the expectations as child matures 2. Give praise and attention to pupils who return cards. 3. Interpreaation of Basic Social Studies Discussion Pictures. 4. Teacher-made short stories for pupils to complete. 5. Filmstrips and records a. "Aesop's Fables" b. "Good Manners" Series 6. Teaching children values 7. Play games that require following directions: Physical Education and Recreation, Workshop for Mentally Retarded.	Filmstrips and records Exceptional Child Library Pupils bring magazines from home to cut out pictures. Educational Rhythmics for Mentally and Physically Handicapped Children Physical Education and Recreation, Workshop for Mentally Retarded Basic Social Studies Discussion Pictures

4. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE AWARENESS OF SELF-DISCIPLINE AND SELF-DIRECTION.

BEHAVIORAL OBJECTIVE: When given daily duties, such as cleaning the chalkboard, caring for the plants, and straightening the bookshelves, the pupil willingly completes the duties.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Social maturity	SOCIAL LIVING LANGUAGE ARTS 1. Reading 2. Writing 3. Spelling	Pupil-Teacher Planning 1. Stress how the class works as a cooperating group. 2. Write and read a list of daily duties and pupils' names. 3. Filmstrips and records a. "Aesop's Fables" b. "Good Manners" Series 4. "Teaching Children Values" 5. Collect pictures of children in partnership activities. 6. Sing songs that require group action.	Filmstrips and records Exceptional Child Library Pupil-teacher make a daily duties chart. Pupils bring magazines to cut out pictures. Songs - "Making Music Your Own", Silver Burdett Company Basic Social Studies Discussion Pictures Working and Playing, Charles Scribner's Sons

4. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE AWARENESS OF SELF-DISCIPLINE AND SELF-DIRECTION.

BEHAVIORAL OBJECTIVE: When the teacher leaves the classroom, the pupil will demonstrate at least three of the following behavior skills: (1) completing his work, (2) remaining in his seat, and (3) talking only when it's related to the work he's doing.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Social maturity	SOCIAL LIVING LANGUAGE ARTS Reading	Pupil-Teacher Planning 1. Have pupils develop classroom rules. 2. Have pupils organize class projects. 3. Play listening games with advance notification that if instructions are followed in correct sequence, a reward will be given. 4. Filmstrips and records a. "Aesop's Fables" b. "Good Manners" Series c. "Teaching Children Values" 5. Dramatization 6. Bibliotherapy 7. Pupils draw pictures to complete unfinished stories.	Filmstrips and records Exceptional Child Library Pupil-teacher write rules for the class. "Good Manners Through Music", Palm Beach Curriculum Library

5. GENERAL OBJECTIVE: THE PUPIL WILL EXHIBIT AN AWARENESS OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE: After being given the opportunity to get acquainted with each other, the pupil will identify persons by their proper names.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgment 3. Social maturity	SOCIAL LIVING LANGUAGE ARTS 1. Reading 2. Writing	Introduce pupils to their classmates. The teacher makes name tags for pupils to wear and put on their desks. Stress the importance of addressing persons by their proper names. Play games (using pupils' names). Example: "Who Has Gone?" "Who Has the Buttons?" Dramatization Cut-outs and stand-ups representing the teacher and pupils. Pupils are to help identify and name other pupils in the class. Sing songs using pupils' names. (Making Music Your Own) Filmstrips and records 1. "Good Manners" Series 2. "Good Manners Can Be Fun"	Pupil-teacher make name tags and cut-outs. Educational Rhythmics for Mentally and Physically Handicapped Children Tape recorder Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library "Basic Social Studies Discussion Pictures" Making Music Your Own, Silver Burdett Co. "Speech Improvement", ITV Palm Beach County

5. GENERAL OBJECTIVE: THE PUPIL WILL EXHIBIT AN AWARENESS OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE: Given the opportunity to participate in news, show-tell period, the pupil will demonstrate desirable behavior by not talking while others are talking.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgment 4. Social maturity	SOCIAL LIVING LANGUAGE ARTS 1. Reading 2. Writing 3. Spelling	Discuss how one should act when someone is talking. The teacher emphasizes when and how to interrupt a conversation or a discussion. Show and Tell Time News report Play games to help the pupils learn to listen (Fun With Language Arts). Role playing. Filmstrips and records 1. "Good Manners" Series 2. "Teaching Children Values" Pupils draw pictures to complete unfinished stories. Bibliotherapy Picture interpretation	Crayons Drawing paper Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library Tape recorder Record player Who Would You Like to Be? (cartoon manners book) Highlights for Children, Inc. The Person You Are, Turner-Livingstone Reading Series Unfinished Stories, For Use in the Classroom, NEA Good Manners Book, Palfrey's School Supply Co. "Basic Social Studies Discussion Pictures", Harper and Row "Speech Improvement", ITV, Palm Beach County

5. GENERAL OBJECTIVE: THE PUPIL WILL EXHIBIT AN AWARENESS OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When placed in a role playing situation, the pupil will demonstrate courtesy by usage of "Thank you," "Please," "I'm sorry," etc.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgment 3. Social maturity	SOCIAL LIVING LANGUAGE ARTS 1. Reading 2. Writing 3. Spelling	Discuss the expressions "thank you," "thanks," when receiving things or favors. Use the expression "please," in asking for items, help or favors. Use an apologetic form, such as "I'm sorry," for physical offense against another person. Role-playing Puppet show Filmstrips and records 1. "Good Manners" Series 2. "Good Manners Through Music" 3. "Teaching Children Values" Develop a word list of good manners expressions. Picture interpretation	Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library Pupil-teacher make puppets word list of good manners expressions. Who Would You Like to Be?, (cartoon manners book) Highlights for Children, I The Person You Are, Turner Livingstone Reading Series "Basic Social Studies Discussion Pictures" "Speech Improvement", ITV, Palm Beach County

5. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT AN AWARENESS OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE: When placed in a situation with toys he has brought to school and toys that belong to the class and asked which toys are his or which toys belong in the room, the pupil will identify which toys are his and which toys belong to the class.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgment 3. Social maturity	SOCIAL LIVING	Pupil-Teacher Planning Discussion: Make the pupil aware that some articles are "mine," some articles are "yours," and some "ours." Examples: That it "your" desk. This is "my" desk, but this is "our" room. Stress that articles belonging to others may be borrowed with permission but must be returned to the proper place. Discuss the importance of taking turns with articles that are "ours," such as playhouse equipment, playground balls and jump ropes, and library books. Filmstrips and records 1. "Good Manners" Series 2. "Teaching Children Values" Role-playing Picture interpretation	Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library The Friends You Make, Turner Livingstone Reading Series Who Would You Like to Be? (cartoon manners books), Highlights for Children, Inc. "Basic Social Studies Discussion Pictures"

5. GENERAL OBJECTIVE: THE PUPIL WILL EXHIBIT AN AWARENESS OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When presented unfinished stories to construct desirable behavioral endings, such as; getting along with his peers, taking turns and sportsmanship, the pupil completes the stories with endings that exemplify desirable behavior.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgment 4. Social maturity	SOCIAL LIVING LANGUAGE ARTS Reading	Pupil-Teacher Planning Discussion: Stress good sportsmanship. Encourage taking turns and getting along with each other. Give compliments frequently for accomplishments. The teacher reads unfinished stories for pupils to complete. Filmstrips and records 1. "Aesop's Fables" 2. "Good Manners" 3. "Teaching Children Values" Play games that require taking turns and selecting partners (Physical Education and Recreation, Workshop for Mentally Retarded). Picture interpretation Bibliotherapy Role-playing Dramatization	Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library Record player Unfinished Stories, For Use in the Classroom, NEA Who Would You Like to Be? (cartoon manners books), Highlights for Children, Inc. Good Manners Book, Palfrey's School Supply Co. "Basic Social Studies Discussion Pictures" The Person You Are, Turner-Livingstone Reading Series "Speech Improvement", ITV, Palm Beach County

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Given a definite number of sounds to listen to, either made by the teacher (while the pupils' eyes are closed) or presented in a recording, the pupil will be able to identify at least 75% of the given sounds upon request.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills 1. Auditory-acuity 2. Auditory-decoding 3. Auditory-vocal 4. Auditory-memory	LANGUAGE ARTS Oral language READING READINESS 1. Auditory 2. Sensory	1. Listening to specific sounds. Secure complete attention before starting. a. Present recordings of trains, boats, airplanes, thunder, hammering, etc. b. Present recordings of animal noises. c. Present tape recordings of a group of children clapping softly, shaking a rattle, dropping marbles in a jar, pouring water in a glass, rustling and crumbling paper. 2. While pupils' backs are turned or eyes closed, teacher makes a series of noises such as snapping fingers, tapping pencil, etc. 3. Pupils identify each sound heard. 4. Extend further by having pupils reproduce sounds by imitation.	"Learning to Listen", auditory training record from John Tracy Clinic #C 216, Children's Music Center Inc., 5373 West Pico Blvd., Los Angelos, California 90019. "Let's Listen", Grade 1-3 record, Educational Record Sales, 500 S. Douglas St., El Segundo, California Listen to my Seashell Mr. Sound Says, #49N4645 and The Farmer Says, #49N4508, Sears, Roebuck and Company Teaching the Educable Mentally Retarded, (practical methods) by Garton, Exceptional Child Library "Ear Training for Middle Grades", D. F. Bolgen, Record 71, Exceptional Child Library

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Given a series of pictures or objects and asked specific questions dealing with their appearance, the pupil visually determines the identity of the object and orally responds to the teacher's question.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills 1. Visual-acuity 2. Visual-form discrimination	LANGUAGE ARTS Oral language READING READINESS Visual MATHEMATICS 1. Number readiness 2. Visual	1. Pupil is asked to look around the room and name all the things he sees. 2. Pupil is told to look out of the window and name all of the things he can see as far away as possible. 3. Teacher holds up a large picture and asks pupil to point to a specific object. 4. Teacher gives a visual description of a child and asks another pupil to identify the first one by name. 5. Using a cardboard tube have pupil sight an object either in the room or out of the window and describe it in his own words. Have other pupils guess what it is. 6. Play the game "I spy with my little eye" using color, shape and size to describe an object in the room. 7. Pass out dittoed sheets of objects that are alike among objects that are unlike and have pupils circle the like objects. 8. Use "What's Missing Pictures" that require careful observation on the part of the pupils to find the missing parts. 9. Play other "What's Missing?" games by setting up a series of pictures of similar objects or numbers, take one away when pupil is not looking and have him tell which picture or number is missing.	The Remediation of Learning Disabilities, Robert Valett 1967* Steps to Achievement for the Slow-Learner, Ebersol, Kephart, 1968* Large colorful pictures. Chalkboard size cards of familiar objects and number "Classroom Materials-Visualization", Filmstrip #65* Teacher-made materials. *Exceptional Child Curriculum Library

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Given a sheet of paper containing the pictures of three trees of different heights, and the words "tall," "taller" and "tallest" under the corresponding tree, the pupil will identify, when called upon, the tree which is tall, taller and tallest.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal-social development 2. Perceptual-motor skills 3. Visual-form discrimination	READINESS SOCIAL LIVING	Show the child three objects such as three trees, on a sheet of paper. When asked by the teacher which tree is tall, taller, and tallest, the pupil will respond by pointing to each tree correctly. The teacher will call three pupils of different heights to the front of the room. She will ask different pupils to tell which one is tall, taller, and tallest.	Dittoed sheets containing pictures of three trees of different heights and the words "tall," "taller," and "tallest" under each tree.

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Upon being presented with an appropriate association, the pupil will be able to identify spoken sounds or visual symbols that are connected with that association.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills 1. Auditory-vocal association 2. Visual-motor 3. Auditory-memory 4. Auditory-sequencing	LANGUAGE ARTS Oral language READING READINESS 1. Auditory 2. Visual 3. Sensory	1. Primary association (1) naming all the objects that can be found in a grocery store (2) naming all the parts of an automobile, etc. 2. Word association naming all the things that can be thought of when teacher says a word such as boy, camp, money, clothes, etc. 3. Listening to recognize voices of different pupils or adults and identifying the person by name. 4. Supplying words to finish ryhmes. 5. Teacher ingenuity.	Educational Activities Inc., "Who Said It?", Record 74, Exceptional Child Curriculum Library Pupils can collect pictures from magazines and food stamp catalogs for visual symbols. "Sounds for Young Readers", Educational Record Sales, 500 S. Douglas St., El Segundo, California "Listening Games", William Cruickshank, et.al., Syracuse University Press, 1961, from A Teaching Method for Brain-Injured and Hyperactive Children. Mother Goose Rhymes Walkie-talkie or real telephone sets. Listening post and ear phones. Teacher's favorite collection of poems, rhymes, jokes

SOUND ASSOCIATION (2 lessons)

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Having been briefly exposed to a group of objects or symbols, the pupil will be able to name the object or symbol that has been removed from the group.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills 1. Visual-motor 2. Recall Visual-memory Sequencing	LANGUAGE ARTS Oral language READING READINESS Visual MATHEMATICS Number readiness	1. Simple recall activities, show and hide: a. Place a number of dissimilar objects on the desk. Count to ten while pupil watches. Pupil turns back and one object is removed. The pupil turns around and names the missing object. b. Use same idea in displaying groups of objects; groups of numbers; groups of words; groups of letters previously taught. 2. Show, hide and match: a. Briefly show a cut out object from a picture and then have pupil point out the same object on a duplicate picture that is intact. b. Have pupil close eyes and describe his clothes, the bulletin board, etc. 3. General recall. Have pupil describe in detail what he ate for breakfast, what a pet of his looks like, what he saw on TV the evening before, etc. 4. Object sequencing. Arrange several individual cards of numbers, letters or pictures of a familiar story in sequence on chalkboard tray or in pocket card holder. Go over sequence orally. Remove cards and shuffle them. Hand them to pupil to rearrange in sequential order. 5. Word or number training. Present five or six number cards. Briefly expose a duplicate of one of them and have pupil match by recall. a. Do the same with alphabet cards. First use upper case, then lower case. b. Words. Make a duplicate set of word cards that have been taught. Do the same thing with the words but do not teach word names or spelling at this time as only recall is demanded.	Refer to previously stated materials. "Visual Memory", Classroom materials, Filmstrip #64, Exceptional Child Curriculum Library Chalk tray or pocket card holder Perception cards Number cards Letter cards Known word cards Pictures of various objects familiar to pupils. Pictures cut from a duplicate book of a familiar story. Opague or overhead projector Filmstrip projector Teacher's collections of objects, self-made symbols

SPECIFIC RECALL

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Given a small group of pictures or objects, the pupil will be able to pick out or trace an object that is located in the foreground of the picture and one that is located in the background.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills 1. Visual-figure ground discrimination 2. Visual-figure ground differentiation	LANGUAGE ARTS Oral language READING READINESS 1. Visual 2. Auditory 3. Sensory MATHEMATICS 1. Visual 2. Auditory 3. Sensory	1. Require pupil to point out or fill in the missing parts of dittoed objects or forms. 2. Have pupils pick out various shapes of objects in the room, round, square, triangular. 3. Have pupils trace two and three dimensional forms on paper and then shade or color in the object in the foreground. Then on another sheet, shade or color in the background. 4. Verbal description: Using picture books, filmstrips, or slides, have pupils point to foreground objects such as, "a bug on a leaf," "a bird in the sky," etc. 5. Have pupils locate, trace and color hidden figures in hidden-figure picture puzzles. 6. Have pupils shade in numbers, letters or simple known sight-words that are imbedded in a more complex background. 7. Teacher ingenuity.	Refer to previously stated materials. "Figure-ground Perception", FS 59* Frostig Program for the Development of Visual Perception, Figure-ground perception exercises* The Slow-Learner in the Classroom, Kephart.* Independent Activities, Levels 1 and 2, the Continental Press, Inc., Pasadena California. Color and hidden-figure puzzle books. Assorted picture puzzles with figure-ground contrast Teacher-made materials and exercises. *Exceptional Child Curriculum Library

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Given a group of 5 colors, geometric shapes, geometric three-dimensional forms, or objects and being shown one that is similar to those colors, etc. that he has, the pupil will pick out or match that color or other item from his set.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills 1. Visual-form discrimination 2. Visual and sensory	LANGUAGE ARTS 1. Oral language 2. Visual READING READINESS 1. Sensory 2. Visual WRITING READINESS 1. Visual 2. Sensory MATHEMATICS Number readiness	1. Using crayons or colored paper, have pupils match colors. 2. Using geometric shapes, have pupils point to, then match a specific shape, first a circle, then a square, then a triangle. These objects should then be traced, first with the fingers then with a pencil, on to a sheet of manilla paper for coloring with crayons. 3. Place a variety of concrete objects on the desk. Present a second object similar to one on the desk and ask pupil to pick out one like it. 4. Have pupils match "like" toys from a variety box of toys. 5. Have pupils match objects such as keys, bolts, screws, buttons, etc. from a box holding a variety of such objects. 6. Have pupils string beads according to color, shape or size from a variety box of beads.	Teaching the Educable Mentally Retarded, Practical Methods, Garton* "Visual Discrimination", Filmstrip #62* Independent Activities, Continental Press Inc., 367 S. Pasadena Ave., Pasadena, California 91105 Animal pictures for matching basic forms, for matching basic word patterns, for matching numbers. Dolch Series, "Picture Matching Games" Milton Bradley, "Picture Matching Games" Teacher-made symbols and exercise sheets. *Exceptional Child Curriculum Library

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Having been taught the beginning consonant sounds along with the vowel "ee" and the short vowel sounds "a" and "i," the pupil will be able to identify and name these consonants.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills 1. Purposeful listening 2. Auditory-vocal association 3. Auditory-memory 4. Visual-acuity 5. Visual-memory Sensory-motor Skills	LANGUAGE ARTS READING READINESS 1. Auditory 2. Visual 3. Sensory	1. Teach the beginning consonant sounds from the standpoint of (1) the breath consonants viz. p-wh-f-t-th-s-ch-k-h-qu and (2) the voiced consonants viz. b-w-v-th-d-z-j-g-m-n-ng-l-r-y. 2. Teach the vowel sound "ee" and then the short vowels "a" and "i" (one at a time). 3. List vertically words beginning with the same consonant sound, for example: cat can come call Ask a child to draw a long box around the letter that is the same in all of them. Explain that that particular letter (except in the case of c, which has two sounds) has a sound all its own and ask pupils to listen for that sound as you pronounce the words. 4. Use a left to right sweeping motion with your hand under each word as you pronounce them. 5. Ask each pupil to pronounce each word. 6. Play auditory perception games after each sound taught. 7. Teach the name and the sound of the letter at the same time. Note - There are differences of opinion among authorities as to which consonant sounds to begin with but all authorities recommend teaching the vowel "ee" and the short sounds of the vowel "a," then "i," with each consonant sound taught. 8. Use of the Language Master for reinforcement.	Phonovisual Method, Schoolfield and Timberlake, Phonovisual Products, Washington, D.C., 1965. Reading Instruction for Today's Children, Smith, 1963.* Steps to Achievement for the Slow-Learner, Ebersol, Kephart, 1968.* Teacher-made flashcards of words being taught with vowels in red. Start a large picture dictionary made by the pupils for future class reference. Letter it alphabetically, and have pupils bring in and place pictures beginning with the sound being taught in its correct alphabetical place. Teacher-made or commercial auditory-perceptual games.

SOUND ASSOCIATION (2 lessons)

PRIMARY 20

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Having been taught the beginning consonant sounds along with the vowel "ee" and the short vowel sounds "a" and "i," the pupil will be able to identify and name these consonants.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
			Reading Aids Through the Grades, Russell and Karp, Bureau of Publications, Teachers' College, Columbia University, 1954* Go Fish for Consonant Sounds Phonetic Games, Lyons and Carnahan, 1968. The Language Master "Singing Sounds", Phonetic records "Fun with Phonics", Record 54* "The Jim Handy Series", Filmstrips "Speech Improvement", ITV, Palm Beach County *Exceptional Child Curriculum Library

SOUND ASSOCIATION (2 lessons)

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: If presented slowly and clearly, the pupil will be able to recognize, and reproduce in either manuscript or cursive writing, words that go with objects he has learned to call by name.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development Perceptual-motor Recall 1. Visual-memory 2. Visual-motor speed of learning 3. Visual-motor integration	LANGUAGE ARTS 1. Language development 2. Beginning reading 3. Beginning writing	1. Provide a first name identification game by printing each pupil's name and placing it at front of his desk. Make a duplicate set and mix them up. Then have each pupil take a turn at matching them. 2. Prepare flashcards from colored construction paper with printed name identifying each color and a set of white cards with each color name and teach matching name with color. 3. Identify objects and places in the classroom with word cards. Ask parents to make word cards identifying things at home. 4. Present word cards with same words used in preparing experience charts. 5. Provide word games as often as possible. A mimeographed sheet called "Suggested Games for Checking Sight Vocabulary" may be obtained from the Pupil Personnel Reading Services, Palm Beach County. 6. Use dittoed exercises where pupils are asked to circle, match or underline words. 7. Play "Password" every day by putting a new word on the door of the room which the pupil must identify as he enters and leaves. 8. Stress word configuration, the shape of the word.	Peabody Language Development Kit, Level 1, American Guidance Service, Inc., Public Building, Circle Pines, Minnesota 55014. San Francisco Course of Study and Curriculum Guide* Language Experiences In Reading, Teacher's Resource Book, Level 1, Encyclopedia Britanica Press, 1966* Useful Language, Level 1-3, Continental Press, Calif. Teacher-made materials Pictures collected by pupils for a class "Picture Dictionary" A set of rubber stamps illustrating various objects. "Singing Action Games", Educational Record Sales.

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: If presented slowly and clearly, the pupil will be able to recognize, and reproduce in either manuscript or cursive writing, words that go with objects he has learned to call by name.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		9. For those pupils who do not get the word by means of auditory and visual techniques, extend to kinesthetic techniques, such as tracing over sandpaper letters with the index finger of the writing hand, or tracing words in a sand or salt tray, or in chalk on the chalkboard. Also recommended is the "Fernald Technique" of having pupil trace with finger over either manuscript or cursive crayoned-lettered-words on either manila paper or oak tagboard and keeping these words in a box for future reference. 10. Provide plenty of game-reinforcement of learned words.	Various professional materials and games may be obtained from Drago School and Equipment, Miami or Fort Lauderdale, Florida "Vocabulary or Recognition, Part I", Filmstrip 5* Dolch: "Picture-Readiness" game "Who Gets It?" "Match Sets, 1" Kenworthy: "Learning Action Words" "Junior Phonic Rummy" "5 First Steps and Pop Words" Ruled letter cards Instructor Language Art Aid "Picto-Lotto Cards" Milton Bradley: "Link Letters" "Picture Word Builders" Ideal: "Objects that Rhyme"

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: Given a list of 5 words whose structure corresponds exactly to the structure of the spoken word in which each sound heard is represented by one letter, (such as cat, pig, top, hen, mud) the pupil can pronounce each word correctly.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development 1. Word recognition 2. Fluency and encoding 3. Articulation 4. Reading comprehension 5. Writing skills 6. Spelling skills	LANGUAGE ARTS READING READINESS	1. First, the child should discover how to read printed words whose structure corresponds exactly to the structure of the spoken word. Begin with words like cat, pig, top, hen, mud, in which each sound heard is represented by one letter. 2. Group words into short vowel sets. Use a bright colored crayon or magic marker for the vowel in each word. This will emphasize the vowel and have the pupil realize that no word can be spelled without a vowel. 3. Because reading, writing and spelling have an integral structural relationship, teach them simultaneously. 4. Start with a picture display of three words such as man, cat, hat. Then break word into two parts: ma n ca t ha t The consonant should be blended into the vowel sound, but not pronounced separately. 5. Have pupil use the word in a sentence. 6. Have pupil write the word. 7. Play word games with domino-type of word cards for reinforcement.	Phonovisual Method, 1965. Children Discover Reading, Singer* Reading Instruction for Today's Children, Smith* "Sounds for Young Readers", Educational Record Sales Beginning Sounds, Level 1-2, Continental Press, Pasadena, California. "Learning to Read", FS 70* Rolling Readers, Scott Foresman and Co. Language Master Teacher-made word cards, divided into domino size for word-building and domino game with the words divided in following manner with vowel in red: ma n *Exceptional Child Curriculum Library

WORD RECOGNITION	
PRIMARY	34

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE: In an oral reading group situation, when the teacher stops the pupil who is reading aloud and asks another pupil in the group to continue reading, that second pupil will demonstrate that he has been listening by picking up at the precise point where the reading was interrupted.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal-social development 2. Oral communication 3. Purposeful listening 4. Perceptual-motor 5. Auditory-memory 6. Visual-memory	READING READINESS LANGUAGE ARTS	During an oral reading session, the pupil who is reading is asked to stop and another pupil is called upon to continue the reading. Using the "refrain" type method of choral speaking in which children speak alternately, the teacher will call upon different pupils to give the refrain. In this way she can determine if they have been listening. While reading an experience chart, the teacher stops at various points and asks a pupil to resume the reading. The teacher tells a story using pictures only. A pupil is called upon to retell the story placing the pictures in the correct order. When reading the list of vocabulary words for the reading lesson, the teacher will stop and ask a pupil to read the next word on the list. (the Dolch Word List may be used here also)	Basic reading texts Phonetic Skills Texts, A and B. Teaching Elementary Reading, Tinker and McCullough. (Exceptional Child Library) Dolch Word List

6. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO MAKE AUDITORY AND VISUAL DISCRIMINATIONS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When viewing a filmstrip, the teacher will read the words on each frame, stop at various points during the viewing and ask certain pupils to recall the preceeding events.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal-social development 2. Oral communication 3. Purposeful listening 4. Perceptual-motor skills 5. Auditory-memory 6. Visual-memory	READING READINESS SOCIAL LIVING	While viewing the filmstrip "The Knee-High Man," the teacher will stop the viewing at various intervals and ask questions such as: What did the horse tell the Knee-High Man to do in order to be as big and as tall as other men? Answer: He told the man to eat as much corn as he could.	Filmstrips from Exceptional Child Library: "The Knee-High Man", FS 076 "The Gingerbread Boy", FS 066 "The Ugly Duckling", FS 067 "Thumbalina", FS 071 "Rumpelstilskin", FS 072 "Speech Improvement", ITV Palm Beach County Teacher ingenuity "Storytime", ITV, Palm Beach County

INSTANT RECALL (2 lessons)

7. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE HIS ABILITY TO LISTEN AND FOLLOW DIRECTIONS.

BEHAVIORAL OBJECTIVE: Upon hearing a list of ten simple words, a group of ten numbers, or one directive, just once, the pupil will be able to repeat at least 70% of such a list of words, numbers or the directive.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
LISTENING SKILLS 1. Auditory-acuity 2. Auditory-decoding 3. Auditory-vocal association 4. Auditory-memory 5. Auditory-sequencing 6. Attentive-listening	LANGUAGE ARTS Oral language ALL ACADEMIC SUBJECTS PHYSICAL EDUCATION ART HEALTH	1. The teacher must give the pupil time to get ready to listen. 2. Preface the listening activity by saying, "Listen carefully and do as I say." 3. The teacher states all directions and explanations, clearly and concisely, in a pleasant voice, thus requiring the pupil to "listen the first time." 4. Have the pupil repeat the list of simple words, numbers or the directive after he has heard it given just once.	Refer to previously stated materials. Records: "Listening with Mr. Bunny Big Ears", #102, 107 "Listening Skills for Pre-readers", #53 "Listening and Moving", Primary Level (2 records), #108, 109 The Remediation of Learning Disabilities, Robert Valett, 1967. (area on Perceptual-motor skills, Auditory-sequencing, page 26) Exceptional Child Curriculum Library Teacher-prepared lists and directives. "Speech Improvement", ITV, Palm Beach County

7. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE HIS ABILITY TO LISTEN AND FOLLOW DIRECTIONS.

BEHAVIORAL OBJECTIVE: When given a purpose for listening to stories, such as "who," "when," "what," "where," and "why" the events took place, the pupil will be able to recall and state these items in a sequential order answering at least 75% correctly.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Listening Skills 1. Auditory-vocal association 2. Auditory-memory 3. Auditory-sequencing	LANGUAGE ARTS 1. Language development 2. Reading readiness REST PERIODS	1. Establish a purpose for listening attentively by asking pupils to listen for: a. Who is the story about? b. When did it take place? c. Where did the events take place? d. Why did the events take place? e. What took place? 2. Ask pupils to recite, first in unison, then individually, any simple jingle or rhyme they have been listening to. 3. Give the pupil "show and tell" experiences by having them bring a favorite toy to school, tell how they received it and explain how it works. 4. Read favorite poems or stories to the class some time during the day, possibly during rest periods. 5. Make up a list of five questions containing the above criteria and ask the pupils to answer them orally.	Refer to previously stated materials. Teacher's own collection of stories, poems and recordings. A "listening post" where a tape recorder or record player has been set up in the corner of the classroom and which a pupil is encouraged to use during his "free" time. "Speech Improvement", ITV, Palm Beach County

7. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE HIS ABILITY TO LISTEN AND FOLLOW DIRECTIONS.

BEHAVIORAL OBJECTIVE: Given a listening activity to perform, such as listening to a recording, tape or story told by the teacher, the pupil will be able to recall what he has heard and show that he understands what it means by oral description, role-playing, or dramatization.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Listening Skills 1. Auditory-acuity 2. Auditory-decoding 3. Auditory-vocal association 4. Auditory-memory 5. Auditory-sequencing	LANGUAGE ARTS 1. Language development 2. Reading readiness MUSIC APPRECIATION ART	1. Using a record of fun songs which are familiar to the pupils and can be sung by them, have pupils describe and act out what happened in the song. 2. Use filmstrip stories or stories on tape or records in the same manner. 3. Have pupils do role-playing of favorite stories they have heard. 4. Have pupils make simple hand puppets to dramatize favorite stories. 5. Teacher ingenuity.	"Eye Gate House", FS "Story Book Friends", FS 113 "Mother Goose Village", FS 95 "Songs for Classroom Activity", record #70 Teacher's own collections of stories, poems and other stimulating material. "Speech Improvement", ITV, Palm Beach County

7 GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE HIS ABILITY TO LISTEN AND FOLLOW DIRECTIONS.

TERMINAL BEHAVIOR: Given oral directions by the teacher as to the correct use of the telephone, and the order in which they will be called upon to demonstrate such use, each pupil will wait his turn and when called upon will perform according to the directions given by the teacher.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal-social development 2. Oral communication 3. Purposeful listening 4. Perceptual-motor skills 5. Auditory decoding 6. Auditory memory	READINESS SOCIAL LIVING	In a unit entitled, "Use of the telephone," the teacher demonstrates the correct use of the telephone and the pupils will, through role-playing, perform according to the roles she has established. Pupils will be asked to learn their home telephone numbers. Given the numbers 1-10, the pupil will select the numbers which make up his telephone number.	Telephone kits borrowed from Southern Bell. Flashcard numbers up to 10. "Door Knob Telephone," No. 488, Drago Equipment and Supply, Miami, Fla.

8. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN GROSS-MOTOR SKILLS.

BEHAVIORAL OBJECTIVE: Given a walking-board (2" x 4" x 12'), the pupil will walk forward and backward with left foot always in front of the right.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor 2. Sensory-motor integration 3. Auditory-vocal association 4. Visual-motor integration 5. Fine-motor balance Rhythm	READINESS HEALTH AND PHYSICAL EDUCATION AUDITORY-VOCAL ASSOCIATION ORAL COMMUNICATION SOCIAL LIVING	Give specific directions for walking-board exercises: 1. Walk forward on board. 2. Walk backward on board. 3. Walk forward with left foot always in front of right foot. 4. Walk backward with right foot always in front of left foot. 5. Walk forward with hands on hips. 6. Walk forward and pick up an eraser from middle of the board. 7. Walk backward with hands clasped behind the body. 8. Walk the beam forward with arms held sideward, palms down, with an eraser on back of each hand 9. Walk the beam sideward, right, weight on balls of feet. 10. Walk beam, knees and ankles limber, toes pointed straight ahead. 11. Walk, swing legs directly forward from hip joints. 12. Walk on beam, head and chest high. 13. Walk backward to middle of beam. Kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to the end of beam. 14. Walk forward with eraser balanced on top of head. 15. Walk backward with eraser balanced on top of the head. 16. Walk beam forward, eyes closed. 17. Walk beam sideward left, eyes closed. 18. Balance the board while counting to ten. 19. Stand on board ERECT and STILL. 20. Stand on board and touch toes. 21. Stoop and stand on board.	Health For All, Teacher's Edition (County Adopted Text), Scott Foresman and Co.* Games, Bancroft, Macmillan Co.* Motoric Aids to Perceptual Training, Chaney and Kephart, Charles Merrill Publishing Co., Columbus, Ohio* *County Curriculum Library, West Palm Beach, Florida Records: "Rhythms for Physical Education and Physical Fitness", #78* "Sing and Dance", #77* "Rhythmic Activities", #79* "Listening and Moving", #108, 109* *County Curriculum Library West Palm Beach, Florida

8. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN GROSS-MOTOR SKILLS.

BEHAVIORAL OBJECTIVE: Given a walking-board (2" x 4" x 12'), the pupil will walk forward and backward with left foot always in front of the right.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		22. Stand on board, lift left foot up and down, sideways, forward, backward.	Balance beam Playground area Gymnasium Classroom Chairs Floor Balls Paper Erasers

8. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN GROSS-MOTOR SKILLS.

BEHAVIORAL OBJECTIVE: Given specific directions, child will demonstrate correct sitting posture.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor 2. Sensory-motor (directionality) 3. Muscular control and coordination 4. Auditory memory 5. Relaxation	READINESS HEALTH AND PHYSICAL EDUCATION AUDITORY-VOCAL ASSOCIATION ORAL COMMUNICATION SOCIAL LIVING	Give specific directions: 1. Sit on floor with legs crossed "Indian style." 2. Sit on floor relaxed. Close eyes and listen to music. 3. Sit up, place your head in your arms on your desk and listen to music. 4. Sit in correct position. Sit straight with your back against the chair. Hold your head up.	Refer to materials listed previously.

8. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN GROSS-MOTOR SKILLS.

BEHAVIORAL OBJECTIVE: Given one specific directive to roll on the floor, the pupil will demonstrate control of large muscles in a sequential order, by rolling from right to left.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor development 2. Sensory-motor 3. Perceptual-motor 4. Visual-motor speed 5. Balance and muscular control 6. Homo-lateral control and relaxation	READING READINESS HEALTH AND PHYSICAL EDUCATION GROSS-MOTOR Auditory-Visual Acuity SOCIAL LIVING	Give specific directions to child: 1. Roll from right to left. 2. Put arms straight out at side with palms down. Now roll over on back. 3. Put right hand over head and the other by side. Roll back to left three times.	Floor mat "Music for Relaxation, Adventures in Resting", Vol. H2. "Educational Record Sales", Douglas Street, El Segundo, California Record player Motoric Aids to Perceptual Training, Clara Chaney and Newell C. Kephart (found in Exceptional Child Curriculum Library) Chairs Desks

8. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN GROSS-MOTOR SKILLS.

BEHAVIORAL OBJECTIVE: Presented with a number of obstacles (chairs, tables, desk) and given definite directions, the pupil will in an integrated way, move around and through objects.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor (body localization) 2. Sensory and rhythm (body spatial organization) 3. Perceptual motor skills (auditory-visual acuity) 4. Language development	READING READINESS 1. Auditory-vocal association 2. Oral communication SOCIAL LIVING HEALTH AND PHYSICAL EDUCATION	Give specific directions: 1. Walk around the chair. 2. Crawl through the tunnel. 3. Hop on one foot around the table. 4. Wiggle like a snake, forward and backward around the table. 5. Inchworm: Stretch upper trunk to move forward, then pull the lower trunk along (on hands and knees).	Playground Tunnel Chairs Table Motoric Aids to Perceptual Training, Newell C. Kephart pp. 93-111. #1537* Remediation of Learning Disabilities, pp. 15-21. #3799* *County Curriculum Library

8. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN GROSS-MOTOR SKILLS.

BEHAVIORAL OBJECTIVE: Given direction to move specific parts of the body, the pupil will demonstrate body control by moving that body part indicated.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor 2. Sensory-motor integration 3. Auditory-vocal association 4. Visual-motor integration 5. Fine-motor balance Rhythm	READINESS HEALTH AND PHYSICAL EDUCATION AUDITORY-VOCAL ASSOCIATION ORAL COMMUNICATION SOCIAL LIVING	Give specific directions: 1. On hands and knees, extend leg, then move it: a. up and down b. from side to side c. in a circle 2. Lying on the side: a. place top foot in front of lower foot, slide leg forward along the floor as far as possible, then back in place b. lift top leg and lower it 3. On knees: a. lift one leg and place foot flat on floor in front of self b. extend leg out to side and back c. extend leg as far behind self as possible 4. Toe movements lying down, sitting, and standing. Pick up a small object with your toes (fold of a towel,etc.). 5. Elbow movements: a. with extended arm down side, touch shoulder with hand, extend again b. arm extended out at side, bend elbow, touch hand to shoulder, extend again and hold c. with arm extended in front of self, touch hand to shoulder, extend again, hold two or three seconds	Floor mat Floor Phonograph and records Records: "Matsushita", Marjorie and Powell Judson, #117 "Primer Musical Games", #116. "Rhythms Games, Dances", Ed Durlacher, #121. "Rhythms for Today", #122. (All of the above records may be found in the County Curriculum Library)

9. **GENERAL OBJECTIVE:** THE PUPIL WILL DEMONSTRATE HIS AWARENESS OF DIRECTIONALITY.

BEHAVIORAL OBJECTIVE: Given an oral directive the pupil will demonstrate his ability to distinguish his right from his left by raising his right hand, right foot, left hand and left foot.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Sensory-Motor Skills 2. Directionality 3. Listening	LANGUAGE ARTS READING READINESS	Left to Right Orientation: 1. Give instructions regarding the left and right body parts. 2. Direct attention to reading symbols from left to right. 3. Have pupils run their fingers along from left to right under labels of pictures. 4. Have pupil's eyes follow the teacher's finger movements from left to right. 5. Arrange pictures in sequence from left to right. 6. Play marching music and give commands: "Stomp your left foot", etc. 7. Trace and cut out right and left hands and feet. 8. Games a. Simon Says b. Take a Partner c. Tambourine 9. Have pupils put on left or right shoe. 10. Ditto left and right hand design. Give directions: color right hand red, color left hand green. 11. Trace patterns with crayons, beginning at the left side marker and proceeding to the right.	"Differentiating Left from Right", Frostig Program for the Development of Visual Perception The Remediation of Learning Disabilities Records "Listening and Moving" (LP 605-607) "Johnny Comes Marching Home" "Educational Rhythmics for Mentally and Physically Handicapped Children" Crayons Paste Scissors Pupils bring old magazines to cut out pictures. Growth Through Play, Albert M. Farina, et.al., Prentice-Hall Inc., 1959.

9. **GENERAL OBJECTIVE:** THE PUPIL WILL DEMONSTRATE HIS AWARENESS OFCTIONALITY.

BEHAVIORAL OBJECTIVE: Given an oral directive the pupil will dtrate his ability to distinguish up from down by pointing up and pointing down.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED MDLOGY	MATERIALS
1. Sensory-Motor Skills 2. Directionality 3. Listening	LANGUAGE ARTS READING READINESS	1. Have pupils run thengers up and down on their desk. 2. Draw and trace lineng up and down. 3. Give directions: Pthe book up on the shelf. Put the paper down e basket. 4. Play games. a. "Right hand up, hand down" b. "Airplane Up, Ane Down" 5. Action Songs a. This is Up, thiDown. b. See-Saw 6. Dance a. "Up Town, Down 7. Play records. List and Moving Series.	The Remediation of Learning Disabilities Record "Listening and Moving" (LP 605-607) Pencil Paper Crayons Pupils will draw and trace lines on paper, moving up and down. Musical Growth in the Elementary School, Bergethon and Boardman

9. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS AWARENESS OECTIONALITY.

BEHAVIORAL OBJECTIVE: Given an oral directive, the pupil willnstrate his ability to distinguish forward and backward by moving forward and backward

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED MOLOGY	MATERIALS
Sensory-Motor Skills 1. Directionality 2. Listening	LANGUAGE ARTS READING READINESS	1. Have pupils do traemphasizing forward and backward. 2. Have pupils do theowing: a. Crawl forward ackward. b. Skip forward ackward. c. Pushing forwarl backward. 3. Game a. "Take a Giant ' (The leader tells the group to take a stepteps forward or backward.) 4. Play records. Lisng and Moving Series. 5. Play checkers.	The Frostig Program for the Development of Visual Perception The Remediation of Learning Disabilities "Listening and Moving Series" Checkers Penc l Paper

10. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN FINER SKILLS.

BEHAVIORAL OBJECTIVE: The pupil will demonstrate control in vi-motor coordination by tracing a circle with his finger while keeping his eyes on the trace, wit moving his head or body.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED MOLOGY	MATERIALS
Perceptual Skills 1. Auditory memory 2. Visual memory 3. Auditory and visual acuity Visual-motor-fine muscle coordination	PERCEPTUAL MOTOR SKILLS Auditory-motor skills SOCIAL SKILLS Social Acceptance	Give specific direction 1. Trace with your finthe circle and keep your eyes on the trace. 2. Draw a straight linetween the two dots moving from dot to dot wites and hand, without moving your head. 3. Keep your eyes on pencil as I move it from your nose. 4. Fix your eyes on tiving object and hold them there. 5. Watch this target wer it goes. 6. Follow the target wone hand, then the other.	Various objects in the classroom: Pencils, book, spoons Pegboards Chalk Word cards Blocks Small balance board Motoric Aids to Perceptual Training, Clara Chaney and Newell Kephart, pp. 114-120. The Remediation of Learning Disabilities, Robert Valett. (The above books may be found in the County Curriculum Library)

10. GENERAL OBJECTIVE: THE PUPIL WILL ESTABLISH COMPETENCE IN FINE-MOTOR SKILLS.

BEHAVIORAL OBJECTIVE: Given oral directive to move hands and fingers, the pupil will demonstrate fine-motor control by moving the fingers and hands as indicated.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual Skills 1. Auditory and visual acuity 2. Auditory and visual memory 3. Eye-hand coordination	READING READINESS 1. Perceptual motor skills 2. Auditory and visual-motor memory SOCIAL SKILLS Social acceptance	Hand and finger movements: 1. Bring tip of thumb and pointer finger together. 2. Bring tip of thumb and all fingers together. 3. Move thumb across the four fingers and back. 4. Spread fingers apart, then move them back together. 5. Grasp a ball, then lift one finger at a time. 6. Close fist and release one finger at a time. 7. Touch finger tip with tip of thumb, begin with pointer and move to little finger, then back. Grasping movements: 1. First finger and thumb. 2. Grasp without the aid of the thumb. 3. Thumb and four fingers.	Classroom or gymnasium Playground Small articles (pencils, paper clips, marbles, crayons)

11. GENERAL OBJECTIVE: THE PUPIL SHOULD DEVELOP AN AWARENESS AND VALUE OF A TASK WELL DONE.

BEHAVIORAL OBJECTIVE: Given a task that is within the level of his ability and some form of operant conditioning, the pupil will complete the task knowing that he will receive some type of reward upon its completion.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Anticipatory response 2. Value judgments	ALL SUBJECT AREAS PARTICULARLY ARITHMETIC SKILLS	Task should be well defined to the learner. It should be within the level of his ability. The pupil should meet with a high degree of success. Suggested operants for very young or immature children: 1. A little container is fastened to the right side of the desk. An "M and M" candy or cereal Alpha-Bit is placed in the container when each task is satisfactorily completed. A word of praise is also given. 2. A cellophane-wrapped piece of candy, occasionally. 3. Change rewards frequently. Suggested operants for grades one or two: 1. A container either of plastic or tin with a screw type top and with a slot in top large enough so that the teacher can insert either plastic poker chips or cardboard discs of various colors. Each color might indicate a certain level of achievement: white - fair - 1 point red - good - 3 points blue - perfect - 5 points At end of day the chips are counted and evaluated as to total points by each child, thus giving him a chance to add and multiply to obtain his total score for the day. 2. After each child's total score is ascertained, a more material reward should be offered, first on a daily basis, next on a weekly basis, finally on a report card time basis or term basis. Such daily rewards might be lollipops or cookies. Weekly rewards might	The Delta Curriculum, page 52* Santa Monica Project, Santa Monica Public Schools, Santa Monica, California "M and M" candies Alpha-Bit cereals Wrapped candies Plastic or tin containers with screw top lids Poker chips Teacher-made colored cardboard chips (either square or round) An assortment of surprise "gifts" Teacher Discipline, by Madsen. 371.9Mad* Changing Wrong Associations, Chapter 1, "Excessive Dawdling", pages 85-6; "Disruptive Behavior", pages 88-9

11. GENERAL OBJECTIVE: THE PUPIL SHOULD DEVELOP AN AWARENESS AND VALUE OF A TASK WELL DONE.

BEHAVIORAL OBJECTIVE: Given a task that is within the level of his ability and some form of operant conditioning, the pupil will complete the task knowing that he will receive some type of reward upon its completion.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		be special privileges in the classroom for the week, simple inexpensive toys or games, simple inexpensive storybooks on child's reading level. The rewards for a more extended time basis might be more expensive toy or game, more expensive storybook. NOTE For the weekly or more extended time basis, individual bar-type graphs should be kept to indicate daily progress and totalling at end of specific time set. The use of brilliantly colored magic marker on white graph paper used vertically with the day's date at top is very effective. These should be displayed in one corner of the room (Santa Monica Project idea).	Discipline by John and Lavona Dunworth and Emery Stoops (a loose-leaf notebook), The Economics Press Inc., W. Orange, N. J. (Copies may be in each school library. Several copies at Exceptional Child Curriculum Library) *Exceptional Child Curriculum Library

12. GENERAL OBJECTIVE: THE PUPIL SHOULD BEGIN TO TRANSFER FROM CONCRETE TO ABSTRACT CONCEPTUAL SKILLS.

BEHAVIORAL OBJECTIVE: Given the concept of "more or less" by associating them with specific objects, the pupil will be able to identify each term by pointing in response to the term requested by the teacher.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Conceptual skills (concepts of "more or less, few or many, first, second and last, put together, altogether") 2. Language development (vocabulary building)	MATHEMATICS Arithmetic readiness LANGUAGE ARTS 1. Beginning reading 2. Oral language	1. Give a pupil one piece of something and ask if he wants more. Upon request give him two pieces. 2. Arrange such objects as pennies into groups of 1-3, 3-6, 1-6, 3-7, etc. and ask pupil alternately which group has more and which has less. 3. Show pictures or drawings of coins and have pupils point to which is more and which is less. 4. Divide pupils into groups of more in one group and less in the other and ask a pupil to join the lesser group or the larger group. 5. Divide pupils according to sex and ask pupil to determine whether there are more, less or the same number of boys and girls. 6. The concepts of "few or many," "first, second and last," "put together," "altogether" can be developed in similar fashion. 7. Develop a mathematical vocabulary using these terms and other terms such as "how many, several, enough, next, big, large, small," etc. 8. Other excellent suggestions given in books recommended under materials. 9. Teacher's ingenuity.	The Remediation of Learning Disabilities, by Robert E. Valett, 372.4Val* San Francisco Course of Study and Curriculum Guide, pages 94-5.* Delta Curriculum, Mathematics 1-4* "More or Less", Educational Record Sales Filmstrip Fs 04 "More or Less"* Abacus Teacher's collection of counting objects: pennies, beads, etc. *Exceptional Child Curriculum Library

12. GENERAL OBJECTIVE: THE PUPIL SHOULD BEGIN TO TRANSFER FROM CONCRETE TO ABSTRACT CONCEPTUAL SKILLS.

BEHAVIORAL OBJECTIVE: Given paper cut-out numerals from 0-9 or other forms of formal numbers, the pupil can identify them by pointing in response to the name of each given by the teacher.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Conceptual skills (number concepts or the ability to count and use simple numbers to represent quantity) 2. Language development (articulation)	MATHEMATICS Number Readiness To be mastered: 1. Rote counting 1 through 20 2. Writing numbers 1 through 20 3. Addition with no sum greater than 20	1. Have pupils feel and group 1 to 10 blocks, first in order, then by random request. He then associates the group with the correct number by placing the correct paper, cardboard, wood or plastic numeral on the group. 2. Use pegboards or marble boards or abacus for grouping numbers. 3. Group counting sticks and colored paper circles with correct numbers. 4. Do simple addition in adding objects by counting two groups of varied numbers up to 10. 5. When above has been mastered, go through the whole process from 1 to 20.	Refer to books listed previously. Counting Games and Rhythms, Educational Record Sales, 500 S. Douglas St., El Segundo, California Filmstrip Fs 011 "Building Tens and Ones"* Filmstrip Fs 06 "Visualizing Number Facts"* Teaching Arithmetic to Young Children, by Abraham Feingold, 1965, 372.7F* A number line in the room *Exceptional Child Curriculum Library

12. GENERAL OBJECTIVE: THE PUPIL SHOULD BEGIN TO TRANSFER FROM CONCRETE TO ABSTRACT CONCEPTUAL SKILLS.

BEHAVIORAL OBJECTIVE: Given both the word symbols and number sets, the pupil will be able to identify and associate the correct word symbol with the correct number set.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Conceptual skills 1. Number concepts 2. Set concepts	MATHEMATICS 1. Number readiness 2. Writing readiness	1. Introduce varied objects such as toys for grouping with numbers. 2. Have pupils name mixed groups such as 1 book, 1 pencil, 1 apple, etc. 3. Have pupils match pictures of objects with the correct number among three possible choices such as 2 - 8 - 6. 4. Teacher ingenuity.	Refer to books listed previously. Counting men Counting objects Dominoes Cardboard clock with movable hands Sets, Numbers and Numerals, Laidlaw Brothers Review Tests for Sets, Numbers, Numerals, Laidlaw Brothers Films and Filmstrips (see listing for Palm Beach County Audio-Visual Center for math) Fs 05 "Things in Groups" Exceptional Child Curriculum Library

12. GENERAL OBJECTIVE: THE PUPIL SHOULD BEGIN TO TRANSFER FROM CONCRETE TO ABSTRACT CONCEPTUAL SKILLS.

BEHAVIORAL OBJECTIVE: Given a number of objects or a picture, the pupil will be able to identify collections of objects as sets, either by grouping the objects or by orally naming the collection.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Conceptual skills 1. Number concepts 2. Set concepts Language development 1. Vocabulary building 2. Articulation	MATHEMATICS Number readiness LANGUAGE ARTS 1. Oral language 2. Writing numbers	1. Give seatwork with matching problems. For example, require pupil to match pictures of six horses with the correct number among three possible choices, such as 3 - 5 - 6. Vary pictures to include mixed groups and extend matching exercises. 2. Word association and advanced grouping. a. Have pupil associate numbers of objects and the word symbols for the given number sets. Begin with homogeneous sets and proceed to sets including number words themselves. b. Introduce groupings by 2's, 5's and then 10's, proceeding from same to varied material objects. Extend to pictures of varied groups. Have pupils do seat work, circling picture groups of 2's, 5's, and 10's. Using material objects in the room, have pupil make varied groupings. c. Extend numbers to 20, using coin counting and groupings. Gradually extend to 100, first using rote counting and simple grouping. Have pupil group coins by fives, tens and teach sequential counting. 3. Insure daily practice in counting pupils, lunches, pencils, papers, etc. extending counting to basic addition exercises.	Refer to materials listed previously.

12. GENERAL OBJECTIVE: THE PUPIL SHOULD BEGIN TO TRANSFER FROM CONCRETE TO ABSTRACT CONCEPTUAL SKILLS.

BEHAVIORAL OBJECTIVE: Using a flannel board and felt cut-outs and shown an addition or subtraction equation, the pupil will manipulate the cut-outs to demonstrate the mathematical process shown by the equation.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Conceptual skills 1. Arithmetic processes (addition and subtraction)	MATHEMATICS Beginning processes of addition and subtraction.	1. Instruct pupil in simple addition formulas. Have him make his own, using flannel board or abacus, clothespins, buttons and pegboard aids. 2. Insure that pupil knows the concept of "take away, -, minus, subtract." Using flannel board or pennies, develop subtracting problems from one to ten cents. 3. Introduce oral and written problems to 19 and work with change to twenty-five cents. 4. Play store with toy money to extend basic concepts to one dollar. 5. Teacher ingenuity.	Refer to books listed previously. Number Concepts, Level 3 U.S. Money, Level 2 and 3, The Continental Press, Inc., 367 S. Pasadena Ave., Pasadena, California 91105. Games and Charts: Ideal Company: "Make-A-Ten" Grades 2 to 6; Milton Bradley: "Ten-Tens Counting Frame" "Plastic Counters" "Number Concept Cards" "Link Numbers" "Educational Toy Money" Instructo: Magnetic visual aids All above may be obtained from Drago School and Equipment Supplies

12. GENERAL OBJECTIVE: THE PUPIL SHOULD BEGIN TO TRANSFER FROM CONCRETE TO ABSTRACT CONCEPTUAL SKILLS.

BEHAVIORAL OBJECTIVE: Given sets of one, two, three, four and five members, the pupil will arrange the members of each to demonstrate the addition and subtraction combinations through 10.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Conceptual skills Arithmetic processes	MATHEMATICS Advanced processes of addition and subtraction	1. Gradually extend program to include one-place columns under sum ten. Introduce two-place numbers to include simple carrying. Use Quizmo, toy games and like problem situations. 2. Have pupils create and solve their own two-place non-borrowing problems. Gradually extend to borrowing, using abacus and number boards. Use flash cards and games for drill.	Refer to books listed previously. More games and charts: Ideal Company: "New Math Relationship Cards" (addition and subtraction) Milton Bradley: "Modern Mental Computation" "Quizmo" "Individual Number Lines" "New Math Flash Cards" Dolch "The 10 Game" Kenworthy: Workbooks All above from Drago School Supply, Fort Lauderdale or Miami, Florida

12. GENERAL OBJECTIVE: THE PUPIL SHOULD BEGIN TO TRANSFER FROM CONCRETE TO ABSTRACT CONCEPTUAL SKILLS.

BEHAVIORAL OBJECTIVE: Given problems dealing with personal usage and reviewing the application of the basic arithmetic processes, the pupil will be able to identify simple coinage, distinguish time elements, locate calendar data and estimate simple measurements.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Conceptual skills Arithmetic reasoning Language development 1. Vocabulary building 2. Fluency and encoding 3. Articulation	MATHEMATICS LANGUAGE ARTS 1. Oral language 2. Reading 3. Writing	1. Money usage. Review basic coinage. Using toy store or play situations, have pupils develop reasoning problems around simple purchases. Show newsapper food store advertisements. Have pupils list and total purchases, then subtract from given dollar denomination. Extend problems to purchasing of gifts, Christmas lists, clothes, etc. 2. Time concepts. Review meaning of "o'clock," "hour," "half-hour." Extend program to "quarter-hour," "a.m." and "p.m." concepts. Gradually teach precise time counting, including minutes and seconds. 3. Calendar awareness. Locate day of the week and date and month. Locate holidays and other special days. Extend to outstanding dates in history. 4. Weights and measures. Present basic concepts of inch, foot, yard, mile. Develop practical problems requiring actual measurements (size of room, book, table, etc.). Develop concepts of teaspoon, tablespoon, cup, ounces, pounds, pint, quart, dozen, etc. If possible, involve pupils in simple recipes for cooking, comparison of weight of products.	Measurement, Level 3 and Learning New Skills in Arithmetic, The Continental Press, Inc., 367 Pasadena Ave., Pasadena, California 91105 "Arithmetic Games and Activities" "Building Arithmetic Skills with Games", #326 "Pay the Cashier", #2405 "Memory Arithmetic Game", #7005

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE: The pupil is given three crayons, red, yellow and green and two outline drawings of a traffic signal containing three lights. One of the outlines has the outline light painted corresponding to the color of a real traffic signal. The pupil will demonstrate the use of the traffic signal by coloring the other outline of the lights red, yellow or green, corresponding to the printed words, "stop," "caution," "go."

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills 2. Auditory and visual acuity 3. Personal skills 4. Social skills	HEALTH AND SAFETY AUDITORY AND VISUAL MEMORY CONCEPTUAL SKILLS ORAL AND WRITTEN COMMUNICATION SOCIAL SKILLS	Discuss the importance of the traffic light. The meaning of the words: stop caution go The three colors: red yellow green Discuss and learn: 1. Services rendered by the school bus. 2. Name and route of local school bus. 3. Highways a. Freeways b. Expressway c. Overhead passes d. Tunnels e. Truckless routes f. Others. 4. Safety devices of a bus or car a. Brakes b. Horn or bell c. Cord as signal to get off bus d. Mechanical device for opening and closing doors on bus e. Fire extinguisher f. First aid kit g. Flares h. Tail light i. Head light j. Side light	Dittoed pictures of traffic signals. Crayons Classroom Tables Chalkboard Pictures of cars and busses Filmstrips, projector Overhead projector ITV Center, Boynton Beach, Florida: "Transportation" "Health and Safety" "Citizenship, Safety and Health", FS 5-f.* "Traveling", FS 6-0146.* *County Curriculum Library, West Palm Beach "Your Community", ITV, Palm Beach County

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE: The pupil is given three crayons, red, yellow and green and two outline drawings of a traffic signal containing three lights. One of the outlines has the outline light painted corresponding to the color of a real traffic signal. The pupil will demonstrate the use of the traffic signal by coloring the other outline of the lights red, yellow or green, corresponding to the printed words, "stop," "caution," "go."

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		k. Rear mirror l. Device for signaling m. Windshield wiper 5. Many signs and signals: a. Slow b. Stop and go c. Boulevard stop d. School zone e. Hospital zone f. Railroad crossing g. Curve ahead h. White lines i. Yellow lines	

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE: When confronted with a traffic signal which has three lights, red, yellow and green, and the signal light is red, the student shall stop until the light turns green.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity Perceptual-Motor Skills 1. Visual-form discrimination 2. Visual-motor memory	HEALTH	Pupils will draw pictures illustrating safety practices. Pupils will learn the words to simple safety songs. The pupils can act-out simple safety rules. Role-playing in the classroom can be set up with actual lines drawn on the floor indicating street intersections. Pupils play roles of pedestrian and motorist.	Large posters illustrating safety practices. Flash cards A large poster stating some of the simple rules of safety. A small portable traffic sign. Invite a policeman to talk to the class about pedestria safety. Filmstrips, Exceptional Child Library: "Safety Coming to School and in School", FS 614.8 "Safety on the Street and in Vehicles", FS 614.8 "Health and Safety", Grade 3 ITV, Palm Beach County

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE: When the pupil is confronted with two signs located outside of restroom, one indicating "female" and one indicating "male", the student will identify the restroom facility which is provided for his or her use.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity	HEALTH LANGUAGE ARTS 1. Reading 2. Spelling	The teacher will present to each child a list of various names which might be used to indicate public restroom facilities. Pupils will be required to learn to spell and to write these words. Flashcards should be made of the various names which are used to indicate restroom facilities. The child shall be called upon to say each name as the teacher flashes the card.	A list of the various names which might be used to indicate public restroom facilities and one copy for each child. Flash cards Ladies Girls Gentlemen Boys Women Men Filmstrip, Exceptional Child Library: "The Struggle For Safety", FS 614.8 "Health and Safety", Grade 3, ITV, Palm Beach County

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When presented with the sign showing the skull and crossbones on an object, the pupil shall avoid contact with it and immediately report its location.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity Perceptual-Motor Skills 1. Visual-form discrimination 2. Visual-motor memory	HEALTH	The teacher will present a sign showing the skull and crossbones to the class and explain the inherent dangers involved. Pupils may be allowed to draw the sign and label it. When a pupil sees such a sign, he will report its location to the teacher and class.	A large sign showing the skull and crossbones. Large chart paper showing a set of rules developed by the class regarding the inherent dangers involved in situations in which the skull and crossbones may be used.

POISON SYMBOLS

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When confronted with the sign indicating a railroad crossing, the pupil will stop, look and listen. If no train or railcar is approaching, he will proceed.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity Perceptual-Motor Skills 1. Visual-form discrimination 2. Visual-motor memory	HEALTH	The teacher will present reproductions of the signs indicating railroad crossings. Pupils draw signs and label them correctly. Role playing situations in which pupils will demonstrate the proper procedure at railroad crossings using the reproductions of the signs.	Reproductions of the signs used at railroad crossings. Pupils may construct signs which are used at railroad crossings. Filmstrips, Exceptional Child Education Library: FS (Transportation) "Our Railroads, Tracks, Yards, and Signals", "The Work Trains do From Engine to Caboose", "Railroads are People, Too" "Health and Safety", Grade 3, ITV, Palm Beach County

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When he is riding a bicycle in a group, the pupil will exercise precaution by riding single file.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity	HEALTH	The teacher will state the rules for riding a bicycle in a group, stressing the idea of single file riding. Pupils will state the safety rules pertaining to single file riding.	A chart paper sign showing the rules for riding a bicycle in a group. A large picture showing a group of pupils riding bicycles properly. Write cooperative stories about riding bicycles.

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When he is using knives or sharp instruments, the pupil will exercise caution and not use such instruments without adult supervision.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity	HEALTH	The teacher will demonstrate the safe way to use knives or other sharp instruments. The pupil will be asked to handle such instruments in a like manner. For example, pass scissors to others by holding the blades and allowing the receiver to reach for the handles.	A set of knives or other sharp instruments. Filmstrip, Exceptional Child Library: "Preventing Accidents in the Home", FS 614.8 "Health and Safety", Grade 3, ITV, Palm Beach County

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When the activity engaged in requires the use of a bat on the playground, the pupil will exercise caution in dropping the bat while he is at play.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity	HEALTH	The teacher will demonstrate the proper way in which a bat is to be dropped while a pupil is at play. Pupils will then take a turn at bat, showing that they are able to drop the bat properly.	A softball A bat Make, cut and paste pictures. Filmstrip, Exceptional Child Library: "Safe Play on School Grounds' FS 614.8 "Health and Safety", Grade 3 ITV, Palm Beach County

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When "trick or treating" at Halloween time, the pupil will wear light clothing, realizing the danger in wearing dark clothing at such a time.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social sceptance 2. Value judgments 3. Social maturity	HEALTH	The teacher and pupils will discuss the importance of wearing light clothes or carrying a flashlight when "trick or treating." Pupils will cite instances in which there is danger in wearing dark clothes while "trick or treating," for example, hazards involved as far as automobiles are concerned.	Pupils can "act-out" various situations in which the danger of wearing dark clothing at night while "trick or treating" is shown. Pupils draw pictures of children "trick or treating" at Halloween time.

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When approached by a strange animal while walking to school, the pupil will avoid contact with the animal realizing the danger involved in such a situation.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity	HEALTH	The teacher will lead a discussion involving what procedure pupils should take if they are approached by a strange animal. Pupils will react by stating the proper behavior in such a situation.	Role playing situations set up by teacher. Such as: A mother telling her child how to behave when approached by strange animals. Write experience chart of rules of behavior when approached by a strange animal. Visit the local Animal Rescue League. "Health and Safety", Grade 3, ITV, Palm Beach County

13. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE AND INTERPRET SIMPLE SAFETY PRECAUTIONS AND SIGNS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: The pupil will recognize the potential danger in playing in unsafe areas such as, dumps, railroad tracks, old trunks and refrigerators, alleys, around canals, and in deserted parks and will avoid playing in such areas.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity	HEALTH	The teacher will discuss the importance of playing in areas which are designated as "play areas." Pupils will state dangers involved in playing in unsafe areas. Pupils will discuss ways in which the proper authorities may be notified when articles such as old trunks and refrigerators are discovered in out of the way places.	Write experience stories. Visit a park that has playground equipment. Draw or paint pictures to illustrate rules for safe play areas. Filmstrip, Exceptional Child Library: "The Struggle for Safety", FS 614.8 "Health and Safety", Grade 3, ITV, Palm Beach County

14. GENERAL OBJECTIVE: THE PUPIL WILL SHOW AN AWARENESS OF EACH FAMILY MEMBER.

BEHAVIORAL OBJECTIVE: Given a set of family group pictures, the pupil will identify the members of his family with those found in the set.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	SOCIAL LIVING LANGUAGE ARTS 1. Reading 2. Writing 3. Spelling	Encourage pupils to talk about the members of his family. Have pupils bring and talk about snapshots of other members of their family. Color mimeographed pictures of the family. Make a large scrapbook or individual booklets, using pictures draw, collected or colored of family members. Develop a word list of the names of the family members and place them under the pictures of the family members. Make family puppets. Dramatization Filmstrips 1. "Good Manners in the Home" 2. "The Smith Family"	Drawing paper Crayons Scissors Paste Pupil-teacher make puppets (sock, or paper bags, etc.) Pupils bring snapshots of their family from home. Pupils bring old magazines to cut out pictures. "The Family" Flannel Board teaching aid "Bend-a-Family" teaching aid Activity Kit "My Home and Family" Films and filmstrips Palm Beach County Curriculum Library, Exceptional Child Library

14. GENERAL OBJECTIVE: THE PUPIL WILL SHOW AN AWARENESS OF EACH FAMILY MEMBER.

BEHAVIORAL OBJECTIVE: Presented with two pictures, one of an adult female and one of an adult male, and two flashcards with the words "mother" and "father" written on each card, when called upon, the pupil will place the right card under its corresponding picture.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal-social development 2. Perceptual-motor skills 3. Visual-form discrimination	READINESS SOCIAL LIVING	Discuss the role of mother and father in the home. Role-playing: A conversation between mother and father at home. Pupils will draw and color pictures of a mother and father. Word study: mother father Write experience stories dictated by pupils involving mother and father. Pupils draw on scroll a story involving mother and father. Teacher and pupils will view this on the Nifty TV Viewer.	Two bulletin board size pictures of mother and father. Flashcards "Mother" and "Father" Chart tablet Nifty TV Viewer, Drago School Supply, Miami, Fla. Reading Instruction for Today's Children, Nila Blanton Smith. "At Home", FS 0144, Exceptional Child Library

14. GENERAL OBJECTIVE: THE PUPIL WILL SHOW AN AWARENESS OF EACH FAMILY MEMBER.

BEHAVIORAL OBJECTIVE: Given pictures of the various activities carried on in the home, the pupil will name the member of the family who usually assumes the responsibility of each activity, such as cooking meals, cleaning the house, mowing the grass, making the beds, washing dishes, putting away toys and clothes.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	SOCIAL LIVING LANGUAGE ARTS 1. Reading 2. Writing 3. Spelling	Discussions: Have the pupils tell what type of work his father does, or has done, away from home. Have the pupils tell what work mother does at home or away. Have the pupils tell what he and other members of the family do to help. Draw pictures of the work that members of the family do. Make a booklet of pictures cut from magazines to show the kinds of work the members of the family do. Ask the pupils to talk about things their families have done for enjoyment. Draw pictures of fun activities. Teacher reads stories of family life (Tom Sawyer, etc.). Dramatization. Use cut-out dolls to set up family activities.	Crayons Paste Scissors Drawing paper Pupils bring old magazines to cut out pictures. Pupil-teacher make doll cut-outs. "The Family" Flannel Board teaching aid "Bend-a-Family" teaching aid Activity kit "My Home and Family" Pupil-teacher make hand puppets.

14. GENERAL OBJECTIVE: THE PUPIL WILL SHOW AN AWARENESS OF EACH FAMILY MEMBER.

BEHAVIORAL OBJECTIVE: Given pictures of families having fun, the pupil will identify the pictures showing the ways his family enjoys leisure time.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	SOCIAL LIVING LANGUAGE ARTS 1. Reading 2. Writing 3. Spelling	Discussion: Stress that everyone must respect the authority of someone else. Have the pupils participate in role playing, telling them first the character and situation they are to enact. Read stories to the class (example, "Peter Rabbit"). Ask questions about the story. 1. What Mother Rabbit asked her children to do. 2. Tell in sequence what happened because Peter disobeyed. Make comparisons with some experiences of the members in the group. Filmstrips and records 1. "Peter Rabbit" 2. "Aesop's Fables" 3. "Teaching Children Values"	Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library "The Family" Flannel Board teaching aid Activity kit "My Home and Family" Books for pupils to read: "Peter Rabbit" "Aesop's Fables" "Famous Fairy Tales" "The Person You Are"

15. GENERAL OBJECTIVE: THE PUPIL SHOULD SHOW AN AWARENESS OF THE OCCUPATIONS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given the opportunity to tour the community to observe people at work, the pupil will name at least ninety-five per cent of the occupations of the participants that he observes.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor skills 2. Auditory and visual acuity	READING READINESS 1. Auditory and visual acuity 2. Visual memory 3. Oral communication SOCIAL LIVING	Give specific directions. Tour the area near the school and call attention to community helpers: Street cleaners Postman Welfare workers Electricians Shoe repairman Barber Printer Roof repairman Laundromat attendant Bus driver Policeman Patrolman Fireman Plumber Meter reader City clerk Lumber company clerk Caretaker Street sweeper Cook Dairy Queen attendant Western Union Telegraph Co. clerk Florida Light and Power Co. electrician Talk about the recreational centers in your community such as: The Community Recreation Center The baseball park The bowling alley	Books: Functional Teaching of the Mentally Retarded, Frankel and Smith. Plans for Living, Hudson and Weaver. Occupational Information for the Mentally Retarded, Lotat Stahlecker. Values and Teaching, Louis E. Raths. Films: "In and Out the Classroom", #4. "Table Manners", #94. "Good Manners at School", #101. "Story of Building Houses", #49. "Traveling", #6-0146. "Transportation", #38. "Shopping", #0147. "In Public Buildings", #0148. Stories: "The Story Town" "Five and Ten"

15. GENERAL OBJECTIVE: THE PUPIL SHOULD SHOW AN AWARENESS OF THE OCCUPATIONS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given the opportunity to tour the community to observe people at work, the pupil will name at least ninety-five per cent of the occupations of the participants that he observes.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		The swimming pool Tennis club Picnic parks Movie theater City play house Visit the city hall and discuss the following: Mayor Commissioner City clerk Tax collector City utilities	"Ted and Nina" "Go to the Grocery Store" "Living in a Machine Age" "Draw a Map" Your Family and Your Job, Adult Education Series, Book #2. Make use of Palm Beach County Resources and facilities.

15. GENERAL OBJECTIVE: THE PUPIL SHOULD SHOW AN AWARENESS OF THE OCCUPATIONS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given a set of ten different transportational toys, the pupil will identify seven of them according to land, water and air travel.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual-motor 2. Occupational skills	SOCIAL LIVING READING Visual recall OCCUPATIONAL SKILLS	Discuss occupations derived from transportation in your community: Pilot Taxi driver Bus driver Truck driver Boatman or pilot Automobile mechanic Delivery man Other activities: Dramatization Role-playing Demonstrations Discussions Making collections Agencies to visit: Hospitals Clinics Red Cross Center Medical doctor Dentist Nurse Animal Rescue League Bus station Marine dock Truck terminal	Teacher-pupil make a list of occupations in the school and community. Resources of Palm Beach County ITV Center, Palm Beach County: "Your Community" "Health and Safety" "Health and Science" "Transportation"

16. GENERAL OBJECTIVE: THE PUPIL WILL BEGIN TO DEVELOP AN AWARENESS OF LEISURE TIME.

BEHAVIORAL OBJECTIVE: Given a sheet of drawing paper, the pupil will draw at least two pictures of the ways he enjoys leisure time.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgment 3. Social maturity	SOCIAL LIVING	Plan and make visit to parks, museums, zoos, and pet shops.	Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library
	LANGUAGE ARTS Reading	Share things of interest observed on outings. Discuss how children spend their leisure time after school.	Suggested books for pupils: Dr. Seuss Series Little Owl Series Famous Fairy Tales Aesop's Fables (Use other books in the school's library)
	FINE AND PRACTICAL ARTS	Show pictures of children at play. Discuss the ways their families have fun.	Making Music Your Own, by Landeck, Crook, and Youngberg Crayons Drawing paper Tempera paint Finger paint
	PHYSICAL EDUCATION	Filmstrips 1. "A Visit to the Park" 2. "A Visit to a Pet Shop" 3. "Ann Visits the Zoo" Games "Growth Through Play" Draw pictures of ways to have fun for the class bulletin board. Records 1. "Creative Music for Exceptional Children" 2. "Songs Children Love to Sing" 3. "Fairy Tales"	

16. GENERAL OBJECTIVE: THE PUPIL WILL BEGIN TO DEVELOP AN AWARENESS OF LEISURE TIME.

BEHAVIORAL OBJECTIVE: Given the opportunity to explore the books in the library, the pupil will select a book to read during his leisure time.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills Academic Skills	LANGUAGE ARTS Reading	Pupil-Teacher Planning Visit the school's and city's library. Discussion: Caring for books Favorite books Sharing books Fun with books Look at picture books and share with the class the stories. The teacher reads stories to the class. Filmstrips and records (Use the "Exceptional Child Education Library Catalog of Media Materials" for appropriate filmstrips and records) Make story books from magazine pictures. Make puppets to dramatize stories.	Filmstrips and records Exceptional Child Library Dr. Seuss Series Famous Fairy Tales Dolch's Basic Vocabulary Series Pleasure Reading Series (Use other books in the school's library) Pupils bring magazines to cut out pictures. Pupil-teacher make puppets.

16. GENERAL OBJECTIVE: THE PUPIL WILL BEGIN TO DEVELOP AN AWARENESS OF LEISURE TIME.

BEHAVIORAL OBJECTIVE: Given fifteen recorded musical selections, the pupil will identify twelve songs heard at school, on radio or television.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Gross-Motor Skills 1. Clapping 2. Dancing 3. Walking Academic Skills Listening skills (auditory memory)	SOCIAL LIVING MUSIC PHYSICAL EDUCATION	Pupil-Teacher Planning Have pupils sing songs they enjoy. Have pupils listen to songs played on the record player. Prepare a tape recording of songs from the radio and television. Ask the school's music teacher to assist the class in providing other musical activities. Have pupils do rhythmic activities. Use rhythm instruments. Have a listening period with interpretations (oral and physical expressions). Play records while pupils are engaged in art activities.	Filmstrips and records Palm Beach County Curriculum Library, Exceptional Child Library Educational Television Radio Tape recorder Record player Educational Rhythmics for Mentally and Physically Handicapped Children Musical instruments

16. GENERAL OBJECTIVE: THE PUPIL WILL BEGIN TO DEVELOP AN AWARENESS OF LEISURE TIME.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given finger paint and paper, the pupils will construct an original picture.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgment 3. Social maturity	FINE AND PRACTICAL ARTS	Pupil-Teacher Planning Permit the pupils to use colors of their choice, but precede the choosing with a study of color and color combinations. Allow pupils to experiment but discourage the wasting of materials. Plan adequate "clean-up" time to follow the work period. Finger painting technique (Preparation for Art, page 283). Take home the finished products.	Finger paint Paper Old newspaper Preparation for Art, June K. McFee, Wadsworth Publishing Co., 1967. Developing Artistic and Perceptual Awareness, Linderman and Herberholz, William C. Brown Publishing Co., 1964.